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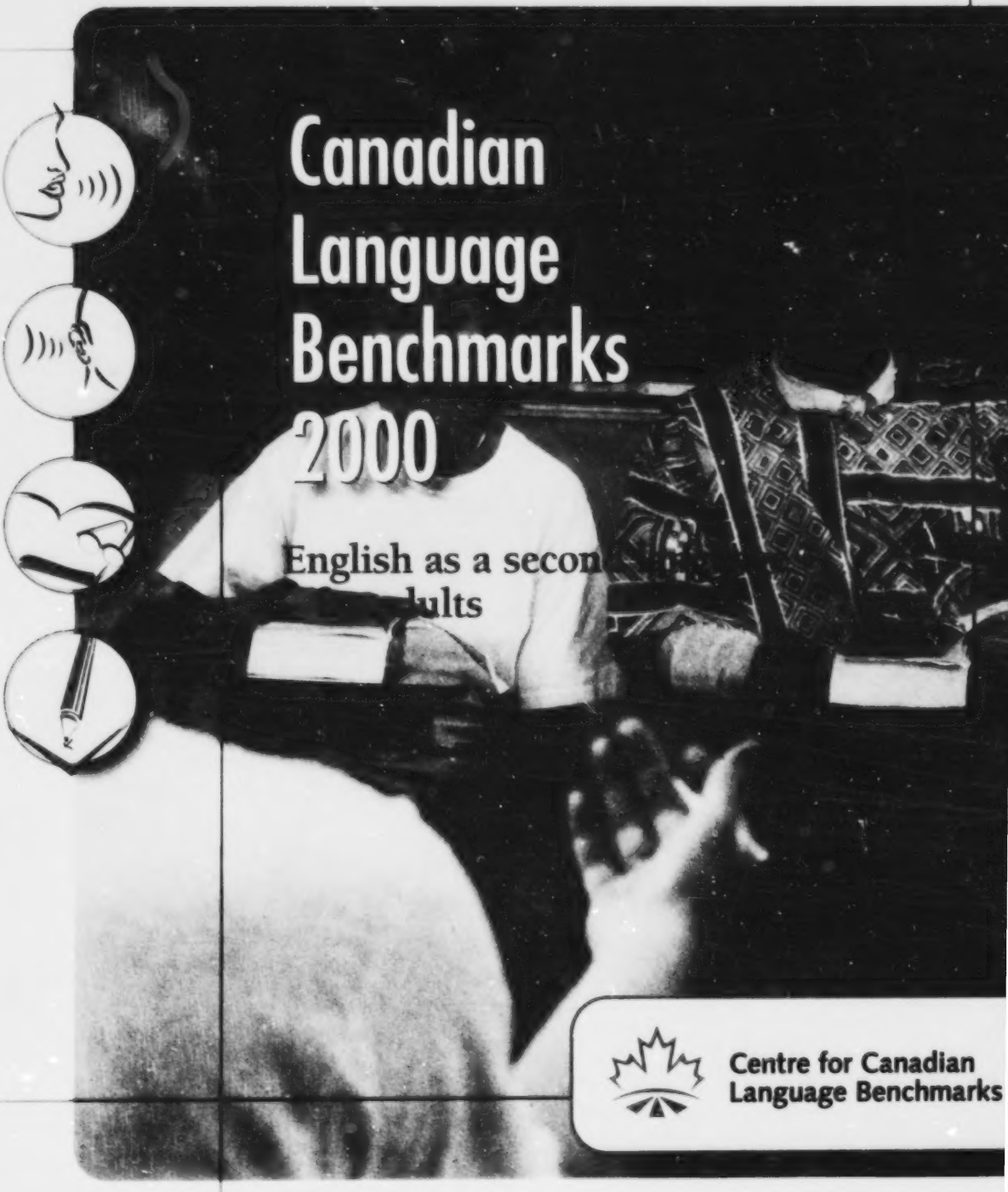

Canadian Language Benchmarks 2000

English as a secon[illegible] lults

Centre for Canadian Language Benchmarks

Canada

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Canadian Language Benchmarks 2000

English as a second language – for adults

Grazyna Pawlikowska-Smith

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1. Preface

Sutrisna, a 25-year old from Indonesia, arrived in Canada with limited English language skills. Soon after his arrival he underwent a language assessment and, based upon his assessment result, was referred to a Level 6 English language class. Later that same day, Sutrisna met up with some of his immigrant friends and, eager to compare his English language ability designation with theirs, announced that he was at Level 6 in his English language ability and asked each of them their levels. One answered that she was an Advanced Beginner and didn't know what Sutrisna was talking about with all of this talk about "levels." Another answered that he knew about levels because at his English language institute he had been designated as a Level 4. He went on to advise Sutrisna that Sutrisna's school must have made a mistake or he had misunderstood, because, as they both agreed, it was not possible that Sutrisna's English language abilities were better than his.

This fictional exchange was no doubt similar to many conversations held in Canada prior to 1996. Things began to change in that year when the first version of the Canadian Language Benchmarks, the "Working Document," was released and distributed across the country. Since that time, English and French language training institutes have slowly, but very surely, opened their doors to the common language provided by the Canadian Language Benchmarks. As a result their learners have benefited.

Less frequently, adult immigrants are faced with the frustration of having to be reassessed and reclassified when moving from one language training institute to another. In small, but increasing numbers, immigrants are able to demonstrate to employers, using the Canadian Language Benchmarks, that they have the language skills needed for available jobs and to demonstrate to registrars that they have the language skills needed to succeed in non-ESL/EFL courses. In growing numbers, they are able to compare their current level of ability in English or French with the ability they need to enter a program of study, occupation or profession. At long last, immigrants can plot out for themselves, in advance, their own paths of language learning to attain their goals.

It seems such a simple task — getting everyone to "talk the same language" when describing language ability. However, it has been far from easy. Thanks, though, to the vision and hard work of many, the Canadian Language Benchmarks are growing in popularity and use, and immigrants are beginning to experience the results.

Central to the entire "CLB movement," dare we say "revolution," are the Canadian Language Benchmarks themselves. When first published, the revisions were promised two years down the road. The view at the time was that, after some exposure, the original Canadian Language Benchmarks would be found wanting and would need some (possibly extensive) revisions. The work of those responsible for the development of the Working Document, however, has held up well. There was no pressing need for a revised set of Benchmarks. But the promise was made and improvements were suggested, and a revision process was begun in early 1999.

The Board of Directors and staff of the Centre for Canadian Language Benchmarks (CCLB) are pleased to release this new edition, which we are calling *Canadian Language Benchmarks 2000*. The Benchmarks contained herein are assigned an edition number, rather than defined into posterity, as The Canadian Language Benchmarks. We are doing so, not because the benchmarks still need improvement, but because language acquisition is constantly being redefined. Redefinition will necessarily have an impact on the benchmarking of the language acquired.

We would like to take the opportunity presented to us by the publication of this edition of the Canadian Language Benchmarks to thank, and express a huge debt of gratitude, to ESL/EFL teachers and program administrators who have struggled valiantly with the Benchmarks over the past five years, to understand them first of all and then to use them to reshape their programming and curricula. Much of this work has been unrecognized and considered along with so many other things, as just "a part of the job." Thank you for your efforts and talents.

We would also like to express our thanks to Grazyna Pawlikowska-Smith, who provided advice on how we should proceed with our document revision work. We took her advice; then took her, to act on that advice. It took Grazyna the greater part of a year to carry out extensive consultations across the country; synthesize the input received; make recommendations to the CCLB; and then, act on those recommendations supported by the CCLB in the document rewrite. An individual or individuals are rarely recognized on the cover page of a standards document such as this. We are more than happy to recognize, in this way, Grazyna's contribution to this edition, as well as to the Working Document edition.

We invite you to visit the CCLB website (www.language.ca) regularly to learn more about CCLB initiatives and related activities.

Board of Directors and Staff
Centre for Canadian Language Benchmarks
September 2000

II. Acknowledgements

Many individuals, ESL programs and other organizations generously gave of their time and talents to develop the Canadian Language Benchmarks (CLB). The Board of Directors and the staff of the Centre for Canadian Language Benchmarks (CCLB) have tried to thank each individual over the course of this important ongoing work. For any oversights we apologize sincerely. All the work has been greatly appreciated.

As many readers know, in 1992, the Government of Canada undertook to enhance and support language training and to address the adult immigrant's individual needs. Through the department now called Citizenship and Immigration Canada (CIC), the government funded a project to develop national standards, beginning with consultations with experts in second language teaching and training, testing and measurement. The consultations confirmed that no one instrument, tool or set of "benchmarks" was widely used or appropriate to Canadian newcomers' needs. Regional workshops with ESL/EFL practitioners and administrators, learners, immigrant serving agencies and government representatives explored the interest in and affirmed the potential for the development of a set of Benchmarks.

In March 1993, CIC established the National Working Group on Language Benchmarks (NWGLB) to guide the development of the Benchmarks. To CIC and these pioneers we owe our first round of thanks. Indeed, it was well stated in the original *Working Paper* reprinted on the next page.

The Centre for Canadian Language Benchmarks sprang from a November 1996 conference that identified the need for an institution outside government to take responsibility for the Benchmark project. In September 1997, the first Board of Directors meeting was held. The CCLB Charter was received in March 1998 as a non-profit corporation, and its doors opened in Ottawa in June of that year.

With the introduction of *Canadian Language Benchmarks 2000*, the CCLB is pleased to recognize many of the original supporters. Many more, too numerous to name individually, have also joined the "revolution." We hope they will continue to provide their advice and expertise.

For the regional consultations, heartfelt thanks go to provincial government funding from:

British Columbia Ministry of Multiculturalism and Immigration;

The province of Alberta – Alberta Learning;

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Ontario Ministry of Education and Training; and

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Atlantic Region: Halifax Immigrant Learning Centre, with thanks to Gerry Mills and the team of teachers. *Ontario:* Greater Essex County District School Board, Adult Education Division, Adult non-credit ESL Department, Windsor, with thanks to Susan Holmes and the team of teachers; The Toronto District School Board (Etobicoke) Business Partnerships Program, with thanks to Lou Ann Kablarevic. *Manitoba:* Red River College Training Centre, Winnipeg, with thanks to Shelley Bates and the team; Applied Linguistics Centre, Winnipeg, with thanks to David Chaddock and the team. *Alberta and Saskatchewan:* Norquest College, Edmonton, with thanks to Marg Armstrong and team. *British Columbia:* University of Victoria, The English Language Centre, Victoria, with thanks to Maxine MacGillivray and the team of teachers.

The publication of this document requires that special thanks be directed to Grazyna Pawlikowska-Smith for consulting across Canada, pulling together vast amounts of material and tirelessly assembling the material. This document represents only some of the results of her efforts. Other material is available on the CCLB website, and more will be published as time and funding permit.

Grazyna Pawlikowska-Smith's guidance and encouragement in the drafting of the "English as a second language for adults" portion of this document came from her Advisory Committee. Thank you to Dr. Tracy Derwing, Professor, TESL Program Coordinator, Department of Educational Psychology, University of Alberta; Dr. Elizabeth Gatbonton, Professor, TESL, Concordia University, Montreal; Ann Gray-Elton, ESL instructor, adult ESL academic bridging programs, Calgary; and Marian Rossiter, PhD candidate, Department of Educational Psychology, University of Alberta.

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The majority of the funding for this English as a second language publication came from CIC, with additional funds from Ontario, Alberta, Manitoba and British Columbia. Special thanks for the publication of this document are directed to Citizenship and Immigration Canada, Settlement, Integration Branch.

The revised *Canadian Language Benchmarks 2000 for ESL Literacy Learners*, which will be published separately, is being drafted by dedicated individuals working under the auspices of the Government of Manitoba and funded as well by the Government of Alberta.

The CCLB Board of Directors would also like to acknowledge the ongoing financial support from:

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Government of Ontario, Ontario Minister of Education and Training

Government of Saskatchewan

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Excerpt from the *Canadian Language Benchmark — Working Paper*, 1996

The Canadian Language Benchmarks reflects the hard work of many individuals and institutions, whose generosity of wisdom and spirit has sustained the project throughout. The members of the National Working Group on Language Benchmarks wish to acknowledge the following:

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Alberta Association of Immigrant Serving Agencies (AAISA)

Alberta Vocational College — Calgary

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Catholic Social Services, Edmonton

Camosun College, Victoria

Canadian Language Centre, Vancouver

Confederation College, Thunder Bay

International and Settlement Program, Fredericton YM-YWCA

Labour Force Development Board, Ottawa

Manitoba Culture, Heritage and Citizenship

Manitoba Aerospace, Winnipeg

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New Brunswick Adult Education and Labour

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Ontario Council of Agencies Serving Immigrants (OCASI)

Ontario Welcome House

Ottawa Roman Catholic Separate School Board

Queen's University, School of English

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Saskatchewan Institute of Applied Science and Technology

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Members of the National Working Group on Language Benchmarks

The members of the NWGLB collectively represent the interests and experiences of ESL learners, teachers and administrators, and of immigrant serving agencies and government.

Jamie Baird, Victoria, British Columbia

Joan Baril, Thunder Bay, Ontario

Bita Bateni, North Vancouver, British Columbia

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Catarina Garcia, Charlottetown, Prince Edward Island

Maureen Gross, Edmonton, Alberta

Artur Gudowski (Co-Chair), Regina, Saskatchewan

Sutrisna Iswandi, Lethbridge, Alberta

Mary Keane, Halifax, Nova Scotia

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Pat Parnall, Peterborough, Ontario

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Peggie Shek, Toronto, Ontario

Elizabeth Taborek, Toronto, Ontario

Martha Trahey, St. John's, Newfoundland

Shailja Verma (Co-Chair), Ottawa, Ontario

A. Canadian Language Benchmarks: Description

The Canadian Language Benchmarks are:

- a descriptive scale of communicative proficiency in English as a Second Language (ESL) expressed as 12 benchmarks or reference points;
- a set of descriptive statements about successive levels of achievement on the continuum of ESL performance;
- statements (descriptions) of communicative competencies and performance tasks in which the learner demonstrates application of language knowledge (competence) and skill;
- a framework of reference for learning, teaching, programming and assessing adult English as a Second Language in Canada; (As a framework, the Benchmarks provide a common professional foundation of shared philosophical and theoretical views on language education.) and
- a national standard for planning second language curricula for a variety of contexts, and a common "yardstick" for assessing the outcomes.

The Canadian Language Benchmarks are NOT:

- descriptions of discrete elements of knowledge and skills that underlie communicative proficiency (e.g., specific grammatical structures, elements of pronunciation, vocabulary items, micro-functions);
- a curriculum guide: they do not dictate local curricula and syllabuses;
- tied to any specific instructional method: they state only what adult ESL instruction should prepare adult ESL learners to do in the area of communicative proficiency; nor
- a test.

B. Features of the Canadian Language Benchmarks (CLB)

The CLB is learner-centred

- ESL learning must be learner-centred, that is, purposeful, relevant and meaningful to the learner. It must be tailored to the individual's abilities and learning styles.

The CLB is task-based

- In syllabus design, ***tasks*** are considered to be basic building blocks, which are both pedagogically and psychologically sound.
- The task is an effective planning unit for language instruction.
- Tasks in language learning promote the integration of all aspects of communicative competence, and multilevel language processing.

Tasks in describing and assessing communicative proficiency

- Describing communicative proficiency means describing a person's ability to accomplish communication tasks.
- Assessing communicative proficiency means assessing a person's ability to accomplish communication tasks.
- Accomplishing communicative tasks provides the learner and the teacher/assessor with demonstrable and measurable outcomes of performance.
- Task-based proficiency descriptions in the CLB have a clear language competence focus to ensure that it is ***language proficiency,*** not non-linguistic skills, that are being primarily described.

The CLB stresses community, study and work-related tasks

The CLB is competency based

- competency statements stress ***what the learner can do.***
- competency-based instruction stresses performance outcomes or competencies, as demonstrable application of knowledge and skills, gained by individual learners.

C. Purpose of the Canadian Language Benchmarks

For the learner

- the general aim of the CLB is to describe accurately where the learner's ability to use English places him or her within the national descriptive framework of communicative language.

The CLB provides a national framework for adult ESL education

An additional purpose of the Canadian Language Benchmarks is to provide a commonly understood and articulated national framework for:

- describing and measuring, in a standard way, the communicative proficiency of ESL learners;
- recognizing ESL learners' achievements in language learning anywhere in Canada and ensuring the portability of their ESL credentials; and
- assisting in the development of programs, curricula and materials that relate to a consistent set of competency descriptors for all ESL learners in Canada.

The CLB provides national standards in adult ESL

- the CLB standard statements define what the learner should be able to do at each of the 12 distinct levels (Benchmarks) of communicative proficiency description. The Benchmark levels describe a clear hierarchy, or a progressive continuum of knowledge and skills that underlie language proficiency. They allow for a clear demonstration of learning accomplishment on the continuum, either within a formal adult ESL instructional sequence, or in an informal setting.

- the CLB standards can help to articulate ESL needs, practices and accomplishments. They can also facilitate clear communication throughout the ESL community, and between it and other community/national organizations and agendas (e.g., instructors, learners, educational programs, assessors and counsellors, language education funding bodies, labour market associations, licensing bodies, and employers).

Assessing, evaluating and communicating the standards

Achievement of a Benchmark Standard can be assessed, evaluated and reported as:

- a score on an externally developed task-based proficiency assessment test or achievement test, depending on the reporting circumstances;
- a rubric that describes various levels of knowledge and skills and usually provides more specific information than the test score;
- an evaluation portfolio;
- a variety of frequent evaluating techniques in the classroom, including checklists of outcomes and anecdotal records; and
- a combination of non-test evaluation techniques and an externally developed test.

The external test may be applied selectively to a sample of learners in an ESL program, or to all learners in the program.

D. What Is a Benchmark?

- A Canadian Language Benchmark is a description of a person's ability to use the English language to accomplish a set of tasks.
- Each Benchmark contains a global performance, or a short Benchmark performance profile.
- A Benchmark describes four selected competencies in social interaction, instructions, suasion and information.
- A Benchmark provides examples of communication tasks, the accomplishment of which may demonstrate the required standard of proficiency.

Each Benchmark contains the following parts:

Global performance descriptors, which give a brief account of a learner's general language ability in English as a Second Language as revealed in speaking, listening, reading or writing tasks at the Benchmark level.

Performance conditions, which are specific conditions that give us the purpose of communication, setting/place, audience, topic, time constraints, length of task, assistance allowed, etc.

Competency outcomes and standards, which tell us what a person can do, examples of communication tasks and text, plus outcomes that the learner should demonstrate to achieve the Benchmark.

E. What Does a Benchmark Number Mean?

The Benchmark number is important since a Benchmark level is a descriptor of what a learner can do at the time of performance assessment (for placement) or evaluation (exit determination).

In ***proficiency assessment,*** a Benchmark level is used by assessors or teacher-assessors for placement of learners in suitable ESL programs.

The following examples illustrate the way in which it is used:

- A learner unable to meet the criteria for Benchmark 1 is assessed as "pre-benchmark" and placed in a class whose syllabus objectives aim at achieving Benchmark 1 competencies at the end of the instructional session.
- A learner assessed as meeting the criteria for Benchmark 1 is placed in a class working toward reaching the competencies of Benchmark 2 (or higher, depending on the structure of the program).
- A learner assessed to be at different Benchmark levels in each skill (e.g., in speaking, listening, reading, writing) is placed in the best available class that suits her or his learning needs and personal goals and that is most likely to facilitate learning and the achievement of outcomes.

In ***achievement (outcome evaluation),*** a Benchmark level can be used by teachers, teachers in cooperation with learners, or even outside assessors, in outcome evaluations or exit determination at the end of a session of study. A Benchmark level can be a description of what the learner can do after participation in the language training class. Depending on the goals and objectives of a program and its syllabus, a Benchmark level can be an indicator of whether the objectives of instruction ("what the learner will be able to do at the end of instruction") have been achieved by matching outcomes ("what the learner can do on exit").

Lateral development within a Benchmark

An increase in a Benchmark level may not be the goal of a course of study. The Benchmark level of a learner or a group of learners may not show a change after an otherwise successful session of study. There is ample room for "lateral" development and progress within a Benchmark level for every learner. This is particularly true for higher levels of proficiency.

The higher the initial levels of proficiency (or the "Benchmark"), the more time and effort are required to advance from one level to the next.

F. An Overview of the CLB Framework

The CLB describes a learner's communicative proficiency as:

- **four language skills:** Speaking, Listening, Reading and Writing
- **three stages** of progression: I (Basic), II (Intermediate), and III (Advanced)
- **four specific competency areas:** social interaction, giving and receiving instructions, suasion (getting things done), and information

A CLB Competency: a general statement of intended outcome of learning.

The most general classification of language use reveals that the competency areas listed are considered to be universally relevant and are therefore the bases for the Benchmarks:

- **social interaction:** interacting in an interpersonal social situation, in speech or writing
- **following and giving instructions:** in speech or writing
- **suasion**: persuading others, or reacting to suasion to do something, in speech or writing
- **information:** exchanging, presenting and discussing information, ideas, opinions, feelings; telling stories, describing, reporting, arguing, etc., in speech or writing

The CLB competencies are directly observable and measurable performance outcomes.

The following table illustrates how similar competencies require increasing complexity of performance across the three stages of proficiency.

	Stage I/ Benchmark 1	Stage II/ Benchmark 6	Stage III/ Benchmark 12
Competency: Reading Instructional Texts	Follow very simple short everyday instructions in a predictable context.	Follow short common instructions and instructional texts.	Follow extensive, very complex and/or specialized instructions and instructional texts.
Sample Task:	Follow one-step instructions in educational materials in a classroom situation (e.g., print, copy, circle and underline, fill in, check and draw).	Explain/convey to someone health and safety warnings and instructions for use that are printed on chemical product labels (e.g., on dishwasher detergent containers).	Read selected personnel policy regulations and instructions, and apply the information to a specific case study situation.
Competency: Writing Recording Information	Copy words and phrases to record short information for personal use.	Reproduce and record simple to medium complexity information for various purposes (e.g., notes, summaries, main points and other formats).	Select and reproduce very complex information from multiple sources in a variety of appropriate formats.
Sample Task:	Copy information from an appointment note into a calendar (e.g., name, address, time).	Take point-form notes from one-page written text or from a 10- to 15-minute oral presentation on a practical topic.	Write an article or paper for a public forum, presenting a synthesis or overview of an area of knowledge, based on multiple pieces of research or other publications.

Note: Competencies and tasks are only samples indicative of the range of a person's language ability at a particular Benchmark level.

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- *Basic proficiency* (Stage I - Benchmarks 1 - 4) is the range of abilities required to communicate in common and predictable contexts and within the area of basic needs, common everyday activities, and familiar topics of immediate personal relevance.
- *Intermediate proficiency* (Stage II - Benchmarks 5 - 8) allows a person to participate more fully in a wider variety of contexts. It is the range of abilities required to function independently in most familiar situations of daily social, educational and work-related life experience, and in some less predictable contexts.
- *Advanced proficiency* (Stage III - Benchmarks 9 - 12) is the range of abilities required to communicate effectively, appropriately, accurately and fluently in most contexts, topics and situations, from predictable to unfamiliar, and from general to professionally specific, in the most communicatively demanding contexts. Learners at this stage have a sense of purpose and audience when communicating (including distance, politeness and formality factors, appropriate register and style, volume/length of communication), accuracy and coherence of discourse, vocabulary range and precision.

The adequate mastery criterion, against which advanced proficiency is judged, is not an abstract traditional norm of the "educated native speaker." Native speaker performance samples clearly demonstrate that there is a range of ability on different tasks among native speakers as well. There is no one native speaker norm; the "norm" is also a range. Therefore, the mastery criterion has to be pragmatically established by a sampling of performance of competent language users in accomplishing a range of communicatively and cognitively demanding tasks in a variety of specified contexts.

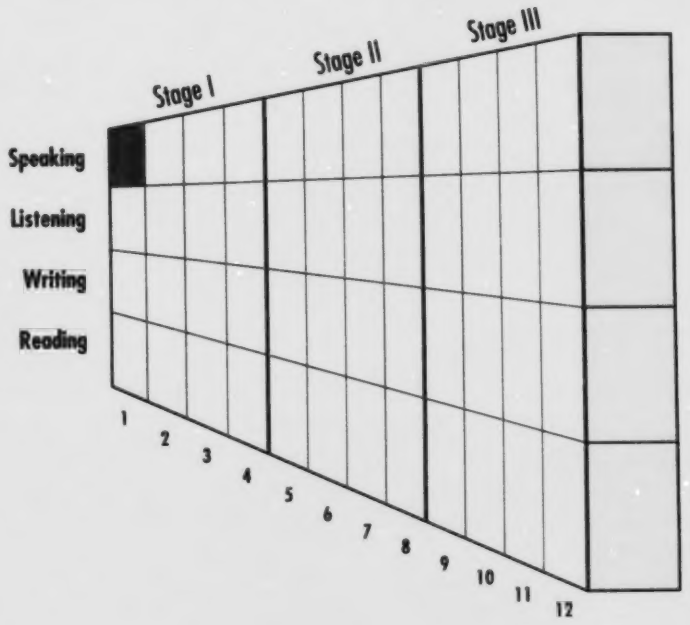
Three Proficiency Stages

The CLB scale shows communicative proficiency as three proficiency stages. The Stages are parallel in that they have the same structure. The Basic, Intermediate and Advanced stages derive from a combination of three factors:

- progressively more demanding communication tasks;
- progressively more demanding communication contexts; and
- progressively higher expectations of effectiveness and quality of communicative performance.

In each stage, there are four language benchmarks.

Schematic Structure of the Canadian Language Benchmarks



III. Introduction

The following table is designed to give the reader a sense of the way the Canadian Language Benchmarks components are organized.

AN OVERVIEW

Benchmark	Proficiency Level	Speaking and Listening Competencies	Reading Competencies	Writing Competencies
STAGE I: BASIC PROFICIENCY				
1 2 3 4	Initial Developing Adequate Fluent	Creating/interpreting oral discourse in routine non-demanding contexts of language use in: • Social interaction • Instructions • Suasion (getting things done) • Information	Interpreting simple texts: • Social interaction texts • Instructions • Business/service texts • Informational texts	Creating simple texts: • Social interaction • Recording information • Business/service messages • Presenting information
STAGE II: INTERMEDIATE PROFICIENCY				
5 6 7 8	Initial Developing Adequate Fluent	Creating /interpreting oral discourse in moderately demanding contexts of language use in: • Social interaction • Instructions • Suasion (getting things done) • Information	Interpreting moderately complex texts: • Social interaction texts • Instructions • Business/service texts • Informational texts	Creating moderately complex texts: • Social interaction • Reproducing information • Business/service messages • Presenting information/ ideas
STAGE III: ADVANCED PROFICIENCY				
9 10 11 12	Initial Developing Adequate Fluent	Creating/interpreting oral discourse in very demanding contexts of language use in: • Social interaction • Instructions • Suasion (getting things done) •Information	Interpreting complex and very complex texts: • Social Interaction texts • Instructions • Business/service texts • Informational texts	Creating complex and very complex texts: • Social interaction • Reproducing information • Business/service messages • Presenting information/ ideas

IV. How to use this Document

A. Who Will Use the Document?

The CLB document is primarily addressed to TESL (Teaching English as A Second Language) professionals at educational institutions in Canada: ESL instructors, program planners, curriculum/syllabus and language assessment designers and developers, and program administrators.

The CLB standards, however, should fit into the overall context of larger systems of formal and informal adult education and work experience (e.g., academic upgrading, labour market skill training, English in the Workplace, trades and professions, business and entrepreneurship, continuing education, college and university). Therefore, there may be other users of the CLB document. They may include federal and provincial government policy makers and funders of adult education and training programs, Boards of Education, regional boards and advisory bodies, professional and trade associations, immigrant serving organizations, and employers interested in employee development.

The primary intended "beneficiaries" of the CLB document are adult ESL learners. They will become aware of the CLB mostly through their ESL instructors, student advisors and program coordinators, who, by working with them, can best share and interpret the main ideas of the document, and can help them achieve a CLB standard.

B. Organization and Best Use of this Document

The present document presents the CLB framework with sufficient detail to define competencies, performance indicators and tasks for 12 levels of communicative proficiency, in four language skills, in a variety of contexts (e.g., community, school, and work).

Individuals are likely to consult only a small section of the CLB document at a time, especially when planning or checking the general fit of the CLB levels and outcomes with the goals and objectives of their program's curriculum.

As indicated in the Table of Contents, this document is organized into the following parts:

1. The *Introduction* describes the aims, scope, basic concepts and the organization of the CLB framework. It provides a platform for the interpretation of the Benchmarks.
2. The *How to use this Document* section shows some information search routes.
3. *The Benchmarks*, the main part of the document, follows through 12 sections. A section is a group of four same-skill Benchmarks within the same proficiency stage. For example, the Stage I Speaking Benchmarks constitute one section; the Stage III Speaking Benchmarks constitute another section. The chart below shows all 12 sections.

STAGE I (1 - 4)
- Speaking Benchmarks
- Listening Benchmarks
- Reading Benchmarks
- Writing Benchmarks

STAGE II (5 - 8)
- Speaking Benchmarks
- Listening Benchmarks
- **Reading Benchmarks** ← An example of a section
- Writing Benchmarks

STAGE III (9 - 12)
- Speaking Benchmarks
- Listening Benchmarks
- Reading Benchmarks
- Writing Benchmarks

There are 12 sections. Each stage has a tab for easy access.

C. Guidelines for Users

Before you use *The Benchmarks* part of the CLB document, it is advisable to read the ***Introduction.***

Next, consult only the proficiency stage that you need. If the learners are in the Basic Proficiency range (Benchmarks 1 - 4), consult only Stage I Benchmarks sections following these steps:

1. Look at the ***Global Performance Descriptors*** first to get a sense of the progression in the four levels.
2. Then look at the section on ***" What may need to be taught or learned"*** to achieve the Benchmark competencies.
3. See specific ***Benchmarks for Competency Outcomes and Standards charts.***
4. At the end of each section, there is information on monitoring, evaluating and reporting Benchmark achievement.

"Language assessment" is often used instead of "language testing" both for the purposes of placement (placing learners in appropriate programs) or achievement (assessing learner outcomes against program objectives). At the end of each stage there is a suggested performance criterion to be used as a point of reference to monitor the progress of the learner in a specific Benchmark. This is neither to be confused with nor used as an assessment test or evaluation test.

D. Limitations of this Document

In order to make this book a practical reference tool, the contents of the CLB framework and the discussion of language ability/proficiency, the competencies and the standards had to be considerably compressed and simplified. Because of this necessity, the basic description of proficiency in this book leaves out much of the richness and complexity of human communication. Furthermore, it cannot even embark on discussing the complex and diverse ways in which adults learn to communicate in a second language. The competencies and the examples of tasks are *only samples* indicative of the range of a person's language ability at a particular Benchmark level. Metaphorically speaking, the four competency areas shown for each Benchmark are only the four visible tips of a much larger "iceberg" of communicative ability.

For more in-depth study and support of the Canadian Language Benchmarks, consult the companion documents:

Canadian Language Benchmarks 2000 ESL for Literacy Learners

Canadian Language Benchmarks 2000 Theoretical Framework (containing sections on language theory; 1-12 Overview; extensive glossary of terms and bibliography)

Canadian Language Benchmarks 2000: A Guide to Implementation

*Canadian Language Benchmarks 2000 Sample Tasks**

* The Sample Task document is an ongoing interactive document. Therefore it is strongly recommended that you check The Centre for Canadian Language Benchmarks website for updates http://www.language.ca.

STAGE I:
Basic Proficiency

Speaking, Listening,
Reading, Writing

BENCHMARKS 1 - 4

Stage I:
Basic Proficiency

Speaking Benchmark

Benchmarks 1 - 4

Global performance descriptors

B. 1: Initial basic proficiency

- Learner can speak very little, responding to basic questions about personal information.
- Speaks in isolated words or strings of two to three words.
- Demonstrates almost no control of basic grammar structures and tenses.
- Demonstrates very limited vocabulary.
- No evidence of connected discourse.
- Makes long pauses, often repeats the words spoken. Depends on gestures.
- May switch to first language at times.
- Pronunciation difficulties may significantly impede communication.
- Needs considerable assistance.

B. 2: Developing basic proficiency

- Learner can communicate in a limited way some immediate and personal needs.
- Asks and responds to simple, routine, predictable questions about personal information.
- Demonstrates little control of basic grammar structures and tenses.
- Demonstrates limited vocabulary and a few simple phrases.
- No evidence of connected discourse.
- Makes long pauses and depends on gestures in expressing meaning.
- Pronunciation difficulties may significantly impede communication.
- Needs frequent assistance.

B. 3: Adequate basic proficiency

- Learner can communicate with some difficulty basic needs in informal conversations.
- Asks and responds to simple familiar questions, including WH questions, uses single words and short sentences.
- Demonstrates some control of very basic grammar (basic structures and tenses). Many structures are "reduced."
- Uses basic time expressions (e.g., yesterday); the correct past tense is used only with some common verbs.
- Demonstrates use of vocabulary, which is still somewhat limited.
- Evidence of some connected discourse (and, but).
- Pronunciation difficulties may often impede communication.
- Sometimes needs assistance.

B. 4: Fluent basic proficiency

- Learner can take part in short routine conversations.
- Can communicate basic needs, can ask and respond to simple familiar questions, can describe a situation, or tell a simple story. Uses a variety of short sentences.
- Demonstrates control of basic grammar; uses correct past tense with common verbs.
- Demonstrates adequate vocabulary for basic routine everyday communication.
- Clear evidence of connected discourse (and, but, first, next, then, because).
- Pronunciation difficulties may impede communication. Needs only a little assistance.
- Can use the phone only for very short, simple, predictable exchanges.

What may need to be taught or learned to achieve Speaking Benchmark Competencies at Stage I

Strategies to develop:

- ability to produce intelligible and communicatively effective pronunciation;
- grammar structures and vocabulary relating to basic personal facts (ethnicity, home country, first language, address, date of birth, age, phone number); time, dates, money, school environment, classroom objects, community facilities, performing common actions; jobs and occupations, marital status, immediate family, housing, food preferences, weather, clothing, seasons, etc.;
- grammar structures and vocabulary to talk about basic time reference, chronological sequence, kinship terms, needs, wants; to relate/narrate personal experience; to describe people, objects, situations and daily routines;
- fluency in using the set expressions, grammar and vocabulary in authentic communication in non-threatening contexts;
- ability to produce appropriate and effective non-verbal behaviour in communication;
- knowledge of oral discourse formats for particular situations or events (e.g., a student-teacher interview, a doctor's appointment);
- knowledge of sociolinguistic norms and sociocultural information/politeness conventions related to competencies and topics;
- related interactional/interpersonal communication skills (e.g., responding to introductions, giving instructions and directions, attracting attention, requesting repetition; talking about age, income, marriage, having children, preference in food, etc.);
- content knowledge, language and discourse formats relating to specific tasks (e.g., in banking).
- relevant metalinguistic and metacognitive knowledge and skills (e.g., techniques to learn/memorize language chunks most efficiently); and
- collaborative team skills to accomplish tasks (e.g. practising verbal problem solving and decision making in group settings).

Background knowledge required for successful performance of a speaking task:

- knowledge of the task, purpose;
- knowledge of audience;
- knowledge of content/topic and related vocabulary; and
- knowledge of the appropriate discourse format for a task.

Global Performance Descriptor

- Learner can speak very little, mostly responding to basic questions about personal information and immediate needs in familiar situations.
- Speaks in isolated words or strings of two to three words.
- Demonstrates almost no control of basic grammar structures and tenses.
- Demonstrates very limited vocabulary.
- Shows no evidence of connected discourse.
- Makes long pauses, often repeats the words spoken. Depends on gestures.
- May also switch to first language at times.
- Pronunciation difficulties may significantly impede communication.
- Needs considerable assistance.

Performance Conditions

- Interactions are short, face to face, informal, and with one person at a time.
- Learner's speech is guided by questions from the interlocutor.
- Learner's speech is encouraged by feedback from the interlocutor (e.g., *um, aha, I see, nod*).
- Instruction is a short two- to three-word utterance.

SPEAKING BENCHMARK 1: Initial basic proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction • Use and respond to basic courtesy formulas. • Indicate problems in communication.	*Hello, how are you? My name is Li. Thank you. Bye. Sorry. Pardon? Repeat please.* (negative + understand), (negative + speak English). Use the above phrases and others in short informal conversations, as needed.	• Responds to greetings, courtesy, leave-taking. • May initiate the above. • Apologizes. • Indicates problems in communicating verbally or non-verbally.
II. Instructions • Give two- to three-word basic everyday instructions/directions/commands.	*Please come in, wait. Please sit down. Please repeat. Tell me. Show me. Give me.* *Tea, please* (in a cafeteria).	• Uses single directions and commands. • Listener can follow the information.
III. Suasion (getting things done) • Attract attention. • Request assistance. • Inquire about and state time.	*Excuse me, Bob.* *Help me, please.* *What time is it? It is...*	• Attracts attention to a situation. • Requests assistance in a situation. • Asks about and tells time.
IV. Information • Provide basic personal information related to the context. • Express ability/inability.	Answer questions about basic personal information in short interviews with teachers, other learners and counsellors. *What's your name?* *Where do you live?* *What language do you speak?* *Where are you from?* *Can you read this?*	• Responds to questions regarding basic personal data with required information; uses cardinal and ordinal basic numbers. • Expresses ability/inability (can, can + negative). • Listener can understand and use the information.

Global Performance Descriptor

- Learner can communicate in a very limited way some immediate and personal needs in familiar situations.
- Asks and responds to simple, routine, predictable questions about personal information.
- Demonstrates little control of basic grammar structures and tenses.
- Demonstrates limited vocabulary and a few simple phrases.
- No evidence of connected discourse.
- Makes long pauses and depends on gestures in expressing meaning.
- Pronunciation difficulties may significantly impede communication.
- Needs frequent assistance.

Performance Conditions

- Interactions are short, face to face, informal, and with one person at a time.
- Speech is slow.
- Context strongly supports the utterance (e.g., by gestures, objects or location).
- Instructions are simple imperative clauses, two to seven words long and practised in a classroom setting.
- Learner's speech is largely guided and encouraged by questions from the interlocutor (e.g., *um, aha, I see, nod*).
- Topics are about common everyday matters.

SPEAKING BENCHMARK 2: Developing basic proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction • Use and respond to a few courtesy formulas, greet someone known and not known. • Respond appropriately to introductions by other people. • Indicate communication problems in a number of ways.	*Hello. I'm fine, how are you? Nice to meet you.* *I don't understand.* *I don't speak English well. Please repeat.* *Can you speak slowly, please?* *What is this?*	• Greets familiar and unfamiliar people. • Responds appropriately to introductions by other people. • Uses a few courtesy formulas. • Indicates communication problems verbally in a number of ways.
II. Instructions • Give a number of short common daily instructions. • Give positive and negative commands.	*Put the CD disk in the sleeve.* *Close the door. Don't open the window.* *Please go next door.* *Don't water the plants every day.*	• Uses appropriately a number of short one-sentence commands and requests. • Listener can follow the information.
III. Suasion (getting things done) • Express and respond to a number of requests. • Express and respond to caution and warning.	*Excuse me, can you help me please? No problem. Can you pass me the...?* *Thanks.* *Fire!* • Report a loss. • Order food.	• Successfully expresses and responds to a range of requests and warnings.
IV. Information • Provide expanded basic personal information appropriate to the context. • Give a basic description. • Talk about things one enjoys.	• Short interviews about basic personal information with teachers, other learners and, if assisted, with medical receptionists or officials (e.g., to enrol a child in school). • Describe a missing object or piece of clothing in three to five short sentences.	• Responds to simple questions with required information. • Spells words related to personal identification and information. • Describes size, colour and number. • Uses basic time reference and basic expressions of location and movement. • Listener can follow the information.

Global Performance Descriptor

- Learner can communicate with some difficulty basic immediate needs and personal experience in short informal conversations.
- Asks and responds to simple familiar questions, including WH questions, uses single words and short sentences.
- Demonstrates some control of basic grammar (structures and tenses). Many structures are reduced.
- Uses basic time expressions (e.g., yesterday, today,); the correct past tense is used with only some common verbs.
- Demonstrates use of vocabulary which is still somewhat limited for basic routine everyday topics.
- Evidence of some connected discourse (and, but).
- Pronunciation difficulties may often impede communication.
- Sometimes needs assistance.

Performance Conditions

- Interaction is face to face, with one person at a time.
- Speech rate is slow to normal.
- Verbal communication is strongly supported with gestures and visual clues.
- Learner's speech is guided by specific questions if necessary.
- Interaction is empathetic and supportive.
- Emergency call is to a trained supportive operator.
- Topics are about common everyday matters.

SPEAKING BENCHMARK 3: Adequate basic proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction • Greet, introduce self and ask about the other person. • Indicate problems in communication. • Ask for explanation.	*My name is... I'm... And what's your name? Very nice to meet you.* *Can you repeat? I don't understand, can you say it again?* *Can you explain? What did you say?*	• Introduces self and asks about the other person. • Indicates problems in communication. • Asks for explanations where necessary.
II. Instructions • Give short, one- to two- clause directions relating to movement and position in space.	*Go straight.* *Turn right and go west.* *Put it on the table.*	• Gives short one- to two-clause directions relating to movement and position in space.
III. Suasion (getting things done) • Ask and grant permission. • Advise someone of danger. • Ask for, offer, and accept assistance.	*I need help. Can you help me? Can I help? Thanks (for your help).* *Can I leave five minutes early?* *Can I borrow your pen? Sure, no problem.* • Call 911, report a problem and give the address.	• Asks permission. • Grants permission. • Reports danger and provides basic details. • Requests urgent assistance. • Accepts assistance. • Offers assistance.
IV. Information • Tell a story about personal experience. • Describe briefly a person, object, situation and daily routine. • Express immediate and future needs, wants, plans. • Talk about health and feelings.	• Talk about: your occupation and work experience; family; weather; daily routines and activities; hobbies and interests; health and feelings; wants and plans. • Describe a friend, a favourite object or your room.	• Talks about personal experience, needs, wants, health and feelings, as required. • Describes a person, object and situation as required. • Listener can follow and use the information (e.g., repeat or write down).

Global Performance Descriptor

- Learner can take part in short routine conversations about needs and familiar topics of personal relevance with supportive listeners.
- Can communicate basic needs and personal experience.
- Can ask and respond to simple familiar questions.
- Can describe a situation, tell a simple story, describe the process of obtaining essential goods (e.g., purchasing, renting) or services (e.g., medical). Uses a variety of short sentences.
- Demonstrates control of basic grammar (basic structures and tenses).
- Uses correct past tense with many common verbs.
- Demonstrates adequate vocabulary for routine everyday communication.
- Clear evidence of connected discourse (and, but, first, next, then, because).
- Pronunciation difficulties may impede communication.
- Needs only a little assistance.
- Can use the phone only for very short, simple, predictable exchanges, communication without visual support is very difficult for him or her.

Performance Conditions

- Interaction is face to face, with one person at a time or in a familiar supportive group.
- Interaction on the phone is rare and brief.
- Speech rate is slow to normal.
- Verbal communication is strongly supported by gestures and other visual clues.
- Instructions and directions have only three to four steps and are sometimes supported with hand gestures.
- Learner's speech is guided by specific questions from the interlocutor if needed.
- Interaction is empathetic and supportive.
- Topics are about common everyday matters.

SPEAKING BENCHMARK 4: Fluent basic proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction • Open, close and respond to short casual small talk. • Introduce two persons. • Take leave appropriately. • Answer the phone. • Leave a short simple message.	*Nice to see you. How are you doing? Nice day. Have a good day. See you soon. This is Ela, my sister. Sorry, you've got the wrong number. Vi is not home. Can you call later?* • Leave a simple voice mail message: *This is... Please call me back. My number is... Thank you.*	• Opens, develops and closes short small-talk conversation, as appropriate to the situation (casually or more formally). • Introduces a person to one or two individuals. • Handles basic phone situations and standard replies.
II. Instructions • Give sets of simple everyday instructions and directions.	• Tell someone where to find something or someone; give directions how to get there. • Give instructions on how to set an alarm clock, use a tape recorder and play a video.	• Gives simple directions. • Listener can follow the directions.
III. Suasion (getting things done) • Request, accept or reject goods or services, assistance or offer in a service or sales situation. • Respond to warnings.	• Obtain a service or purchase; return or exchange goods in a transaction. • Respond to warnings on simple by-law violations (e.g., *You can't park here. Please remove your car. Smoking is not allowed.*).	• Responds to openings, routine questions and closings in a service or sales transaction discourse. • Provides required information/description of item. Asks relevant questions about price, availability, location, appearance, function. • Responds to warnings.
IV. Information • Relate a story about an everyday activity. • Express preference, satisfaction/dissatisfaction.	*Yes, this is right. It is okay. That's fine. No, I'm sorry, this is not right. I don't like this; I prefer that.* • Tell a story about obtaining goods or services (e.g., about registering a child in a daycare or going to the doctor).	• Relates the story about an everyday activity in a coherent narrative (connected discourse). • Listener can follow the story. • Expresses need, preference, satisfaction/dissatisfaction.

Performance monitoring, evaluation and the Benchmark achievement report

Learner performance is first evaluated globally for its functional effectiveness. Effectiveness is an overall holistic evaluation of the speaker's success in communicating as required by the task. It describes whether the global purpose of communication has been achieved.

Then, the learner performance is evaluated analytically for some "qualitative" aspects of the communication. The analytic criteria will differ according to the situation of language use. The instructors will select criteria relating to the Benchmark level and to the nature of the task and its requirements. For example, in using greetings and courtesy formulas, the relevant criteria are appropriateness and intelligibility. Other speaking tasks may require the criteria of accuracy (e.g., grammar, vocabulary), relevance, fluency, etc.

The following chart reflects CLB considerations of the "combined" evaluation of speaking performance.

Assessment type	Criteria to consider	Ratings: Levels of Performance	Suggested weight
Holistic	• Overall effectiveness	1 2 3 4	30%
Analytic	**For monologic-type tasks, choose:** • accuracy of grammar • adequacy of vocabulary for purpose • intelligibility of speech • appropriateness • organization of discourse/coherence • fluency • relevance and adequacy of content **For interactional tasks, add:** • conversation management • negotiation of meaning	1 2 3 4	70%
Combined			100%

Satisfactory performance (a pass) in a Benchmark competency is represented as mark (rating level) 3.

Monitoring, evaluating and reporting Benchmark achievement

Benchmark achievement report:	Ratings
❑ Social interaction	_____
❑ Instructions	_____
❑ Suasion (getting things done)	_____
❑ Information	_____

Ratings for levels of performance:
1 - unable to achieve yet
2 - needs help
3 - satisfactory Benchmark achievement: pass
4 - more than satisfactory achievement

Learners must achieve all competency objectives to obtain the benchmark credential.

STAGE I:
Basic Proficiency

Listening Benchmark

BENCHMARKS 1 - 4

Global performance descriptors

B. 1: Initial basic proficiency

- Learner can understand a very limited number of common individual words and simple phrases in a predictable context and on everyday personal topics.
- Can follow greetings.
- Can follow simple instructions that depend on gestures and other contextual clues; struggles to understand other instructions.
- Needs extensive assistance (such as speech modification, explanation, demonstration, translation).

B. 2: Developing basic proficiency

- Learner can understand a limited number of individual words, simple phrases and simple short sentences within topics of immediate personal relevance and when spoken slowly and with frequent repetitions.
- Can follow simple personal information questions and simple commands or directions related to the immediate context.
- Struggles to understand simple instructions if without clear contextual clues.
- Needs considerable assistance (such as speech modification, explanation, demonstration, translation).

B. 3: Adequate basic proficiency

- Learner can understand key words, formulaic phrases and most short sentences in simple predictable conversations on topics of immediate personal relevance, and when spoken slowly and with frequent repetitions.
- Can follow questions related to personal experience and an expanded range of common daily instructions, positive and negative commands and requests related to the immediate context.
- Frequently needs assistance (such as speech modification, explanation, demonstration).

B. 4: Fluent basic proficiency

- Learner can follow, although with considerable effort, simple formal and informal conversations and other listening texts/ discourse on topics of immediate personal relevance at a slower to normal rate of speech.
- Can recognize many topics by familiar words and phrases.
- Can follow simple short direct questions.
- Can understand many common everyday instructions and directions related to the immediate context.
- Can follow simple short predictable phone messages.
- Often requests repetition.
- Needs a little assistance (such as speech modification or explanation).

What may need to be taught or learned to achieve Listening Benchmark Competencies at Stage I

Strategies to develop:

- recognition of sounds (segments), rhythm, intonation and other clues (e.g., loudness, pitch, speech rate) to interpret utterances (including guessing and predicting);
- recognition of words and expressions relating to basic personal facts; ethnicity, home country, first language, immediate family, address, school environment, classroom objects, community facilities, common actions, jobs and occupations, marital status and relationships, housing, food preferences, weather, clothing, time, calendar, seasons, holidays, family activities, hobbies, interests, needs, wants, shopping and services, weights, measures/amounts, and sizes, methods of purchase and payment;
- recognition of grammar structures and cohesion links across utterances to interpret oral discourse;
- recognition of discourse indicators signalling such meanings as contrast or illustration by example;
- recognition of chronological sequences in narrating stories;
- recognition of terms in describing people, objects, situations, daily routines or emergencies;
- ability to listen and to perform actions (e.g., information gathering; observing negotiation of meaning, intellectual problem solving, or decision making); and
- content knowledge, language, discourse formats and sociocultural knowledge relating to specific tasks (e.g., in social interaction and service transactions).

Background knowledge and preparation required for a successful performance of a listening task:

- knowledge of listening text before (and sometimes immediately after) the item in question;
- knowledge of the context: purpose, participants, place;
- knowledge of the topic;
- knowledge of a typical discourse format or script for a situation;
- other relevant sociocultural and general knowledge or information to assist top-down comprehension processing; and
- pre-listening, focusing or guided listening activities.

Global Performance Descriptor

- Learner can understand a very limited number of common individual words and simple phrases in a predictable context and on everyday personal topics.
- Can follow greetings.
- Can follow simple instructions that depend on gestures and other contextual clues; struggles to understand other instructions.
- Needs extensive assistance (such as speech modification, explanation, demonstration, translation).

Performance Conditions

- Listening texts are short (seven to 10 lines), with familiar everyday words.
- Instructions are short (two to five words), given in clear speech and used with gestures.
- Context strongly supports the utterances (e.g., here and now, visual clues).
- Some tasks require oral or physical response.
- Some tasks are in a "guided" writing format (e.g., circle or match items, fill in the blanks).

LISTENING BENCHMARK 1: Initial basic proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction • Identify greetings or other goodwill expressions in speech. • Recognize appeals for repetition and clarification.	*Hello, how are you?* *Thank you. Bye. Sorry. Pardon?* *Repeat, please. I don't understand.*	• Identifies the expressions in dialogues/discourse.
II. Instructions • Follow simple instructions and positive and negative commands and requests.	*Please come in. Sit down. Don't stand up. Can you tell me/give me/show me? Right here. Over there. Repeat, please. Can you spell it? Don't talk. Don't write.*	• Responds to short (two to five word) instructions, requests and commands with words and gestures. • Comprehends requests for personal details.
III. Suasion (getting things done) • Identify expressions used to attract attention. • Identify expressions used to request assistance.	*Excuse me. Hello!* *Please help.* *Can you help me?*	• Identifies the expressions in dialogues/discourse.
IV. Information • Identify specific literal details: numbers, letters, a few key words and short expressions.	• Listen to a story about someone and complete a simple guided text by filling in blanks with facts that you heard. *His name is ____. He is_____ years old. His birthday is on_____. He is from _____. He has _____ children. His phone number is ___.*	• Identifies factual details in a listening text/discourse as required (e.g., responds physically, with visual clues, circles, checks off, or fills in appropriate blanks). • Comprehends requests to identify people and things. • Comprehends numbers, time, dates and letters.

Global Performance Descriptor

- Learner can understand a limited number of individual words, simple phrases and simple short sentences within topics of immediate personal relevance when spoken slowly and with frequent repetitions.
- Can follow simple personal information questions and simple commands or directions related to the immediate context.
- Struggles to understand simple instructions if without clear contextual clues.
- Needs considerable assistance (such as speech modification, explanation, demonstration, translation).

Performance Conditions

- Listening texts are short monologues and dialogues on familiar everyday topics.
- Speech is clear and at a slow to normal rate.
- Context strongly supports the utterances with visual clues: face to face, video-mediated or both.
- Learner is adequately briefed for focused listening.
- Instructions are mostly simple and compound clauses.
- Some tasks require oral or physical response.
- Some tasks are in a "guided" writing format (e.g., circle or match items, fill in blanks).
- Learner may require some repetitions.

LISTENING BENCHMARK 2: Developing basic proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction • Identify basic courtesy formulas and introductions. • Recognize problems in communication/ appeals for repetition/clarification.	*Hello, how are you? Pleased to meet you. Could you repeat that please? I didn't hear. I don't speak English well. Can you explain what... is? Can you speak slowly, please?*	• Identifies the expressions in dialogues/ discourse.
II. Instructions • Follow an expanded range of common basic daily instructions. • Follow positive and negative commands and requests.	*Can you show me some ID? Pick up the application form over there. Sign on the line. Initial here. You can hang up your coat there. Go upstairs to room 5B. Call an ambulance. Call 911, please!*	• Responds to an expanded range of short one-sentence commands and requests. • Identifies the expressions and their meanings in tasks.
III. Suasion (getting things done) • Identify a range of expressions used to request assistance, express and respond to requests, and express warnings.	*Can you pass me the... Thanks. Careful! Look out! Fire! Attention! Excuse me, I lost my.... Can you help me please? No problem. Can you tell me the time? Sure, it's....*	• Identifies the expressions in dialogues/ discourse.
IV. Information • Identify specific literal details: numbers, letters, time reference, places, key words and short expressions in a dialogue.	• Listen to short interviews about basic personal information between a student and a teacher, medical receptionist or other official. Circle the correct information that you hear. Complete a family tree, etc. • Listen to a short description of a missing object or a piece of clothing; check the correct information off on a list.	• Identifies factual details in a listening text as required. • Identifies words related to personal ID information, colour, size, number, time reference, location and movement. • Comprehends requests for personal details. • Comprehends requests to identify people and things.

Global Performance Descriptor

- Learner can understand key words, formulaic phrases and most short sentences in simple predictable conversations on topics of immediate personal relevance when spoken slowly and with frequent repetitions.
- Can follow questions related to personal experience and an expanded range of common daily instructions, positive and negative commands and requests related to the immediate context.
- Frequently needs assistance (such as speech modification, explanation, demonstration).

Performance Conditions

- Listening texts are short monologues and dialogues on familiar everyday topics.
- Speech is clear and at a slow to normal rate.
- Context strongly supports the utterances with visual clues: face to face, video-mediated or both.
- Learner is adequately briefed for focused listening.
- Instructions are mostly simple and compound clauses.
- Some tasks require oral or physical response.
- Some tasks are in a "guided" writing format (e.g., circle or match items, fill in blanks).
- Learner may require some repetitions.

LISTENING BENCHMARK 3: Adequate basic proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction • Identify verbal and non-verbal details of social exchanges, including styles of greetings, leave-taking and introductions. • Identify indicators of communication problems.	*Hi. Hello. Good morning. Good day. Nice to see you. Pleased to meet you. How are you doing? How are ya? How is it going? Let me introduce...* • Relate courtesy formulas and introductions in listening texts to the social and situational context. Rate them on a scale from very formal to very casual.	• Identifies the expressions in dialogues/ discourse. • Identifies formal and casual style and register of courtesy formulas and introductions. • Infers contextual and situational details (participant roles, relationships, etc.) related to courtesy formulas and introductions.
II. Instructions • Follow two- to four-clause directions relating to movement and position in space, and to weights, measures, amounts and sizes.	*Go straight up the main street; turn right at the second set of lights; go west past the yard.* *Put it on top of the cabinet to the left.* *Ten by ten centimetres. Three quarters.* • Locate items in various store sections, according to instructions.	• Follows directions relating to movement and position in space. • Identifies and follows directions relating to weights, measures, amounts and sizes.
III. Suasion (getting things done) • Identify expressions used to ask and grant permission; advise of danger; ask for, offer, and accept assistance.	*Can I help? Thanks (for your help). Can I leave five minutes early? Can I borrow your pen? Sure, no problem, go ahead.* • Listen to a 911 call; identify problem, details, and address to go to.	• Identifies the expressions in dialogues/ discourse. • Identifies factual details in the listening tasks.
IV. Information • Get the gist, key information and important factual details in a story about a personal experience; a description of a person, an object, a situation, a scene, or a daily routine.	• Listen to a story about a personal experience. Identify key words, expressions, main points and details. Circle the correct information that you hear. Listen to a description of a person, object, situation or routine in a monologue or in a conversation. Complete a related true/false task.	• Gets the gist, factual details, key words and expressions in a listening text as required (e.g., responds verbally or physically; circles, checks off or fills in appropriate blanks).

Global Performance Descriptor

- Learner can follow, although with considerable effort, simple formal and informal conversations and other listening texts/ discourse on topics of immediate personal relevance at a slower to normal rate of speech.
- Can recognize many topics by familiar words and phrases.
- Can follow simple short direct questions related to personal experience and general knowledge.
- Can understand many common everyday instructions and directions related to the immediate context.
- Can follow simple short predictable phone messages.
- Often requests repetition.
- Needs a little assistance (such as speech modification or explanation).

Performance Conditions

- Listening texts are short monologues, presentations and dialogues (several exchange turns) on familiar everyday topics.
- Speech is clear and at a slow to normal rate.
- Learner has been adequately briefed for focused listening.
- Communication is face to face or video-and audio-mediated (e.g., tape).
- Instructions are clear and explicit, used with some visual clues. They are mostly simple and compound clauses containing longer phrases of location, movement and manner.
- Some tasks require oral or physical response.
- Some tasks are in a "guided" writing format (e.g., circle or match items, fill in blanks).
- Learner may require an occasional repetition.

LISTENING BENCHMARK 4: Fluent basic proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction • Identify specific factual details and inferred meanings in dialogues of casual small talk, introductions, leave-taking, and in short phone calls.	• Identify correctly specific factual details and inferred meanings in a videotaped small talk; introductions or leave-taking; or in a taped phone conversation by responding correctly to comprehension questions.	• Identifies sperific factual details and inferred meanings in video- and audio-mediated listening texts/discourse as required.
II. Instructions • Follow sets of sequentially presented four- to five-clause everyday instructions and directions relating to movement and position in space, manner, frequency and duration.	*In the middle cabinet, top shelf. On the diagonal between the upper left and lower right corner. A quarter of the way from the centre in each direction.* • Locate items on diagrams, maps and in real space following verbal directions. • Correct the order of steps in a recipe following verbal directions.	• Follows instructions and directions relating to movement and position in space, manner, frequency and duration.
III. Suasion (getting things done) • Demonstrate comprehension of mostly factual details and some inferred meanings in persuasive oral texts.	• Public announcements, commercials, infomercials. • Identify meanings, according to task requirements (e.g., true/false, answer the question, circle the correct answer, etc.).	• Identifies main intent, main idea, factual details, words and expressions, and inferred meanings in persuasive oral texts as required.
IV. Information • Demonstrate comprehension of mostly factual details and some inferred meanings in a story about obtaining goods or services; a report or a forecast; a news item.	• Listen to a story about shopping, getting an appliance repaired, arranging travel, etc.; a weather report/forecast, traffic report; a radio/TV news item. • Complete a related task (e.g., true/false).	• Identifies factual details and inferred meanings in a listening text as required. • Gets the gist, detail, key words and expressions as required.

Performance monitoring, evaluation and the Benchmark achievement report

Listening competencies in this section refer only to non-participant types of listening in which the person listens to other people's presentations and conversations, but does not normally respond (except for the purpose of demonstrating comprehension).

Given the possibility of error in evaluation, a mark for achieving the Benchmark criterion in listening is set at 70-80%, rather than at 100%.

The figure below shows the level descriptors in evaluating effectiveness of comprehension in listening performance.

1	Fewer than 50% of the items	Performance not successful relative to task requirements; learner responds correctly to fewer than 50% of the items (comprehension questions)
2	Fewer than 70% of the items	Performance marginally successful relative to task requirements; learner responds correctly to fewer than 70% of the items (comprehension questions)
3	70-80% of the items	Performance successful relative to task requirements; learner responds correctly to 70-80% of the items (comprehension questions)
4	More than 80% of the items	Performance very successful relative to task requirements; learner responds correctly to more than 80% of the items (comprehension questions)

Satisfactory performance (a pass) in a Benchmark competency is represented as mark (rating level) 3.

Monitoring, evaluating and reporting Benchmark achievement

Benchmark achievement report:	Ratings	Ratings for levels of performance:
❑ Social interaction	_____	1 - unable to achieve yet
❑ Instructions	_____	2 - needs help
❑ Suasion (getting things done)	_____	3 - satisfactory Benchmark achievement: pass
❑ Information	_____	4 - more than satisfactory achievement

Learners must achieve all competency objectives to obtain the Benchmark credential.

Stage I:
Basic Proficiency

Reading Benchmark

Benchmarks 1 - 4

Global performance descriptors

B. 1: Initial basic proficiency

- Learner is literate in the same alphabet in another language, but has minimal understanding of written text in English.
- Shows little word sight recognition except for a small number of familiar words and simple phrases in predictable contexts, related to immediate needs.
- Limited knowledge of the language and limited exposure to sound-symbol relationship and spelling conventions in English limits learner's ability to decode unfamiliar words.
- Can match simple illustrations and written short sentences containing some familiar words.

B. 2: Developing basic proficiency

- Learner can read personal and place names, common public signs and other short texts with familiar words and simple phrases in predictable contexts, related to immediate needs.
- Limited knowledge of the English language limits learner's ability to decode unfamiliar words.
- Can find a specific piece of information in a simple text, mostly in simple formatted text with clear layout.

B. 3: Adequate basic proficiency

- Learner's understanding of written text is expanding with her or his knowledge of the language and with improving awareness of the sound-symbol relationship and spelling conventions in English.
- Can phonetically decode familiar and some unfamiliar words.
- Can read a simple paragraph passage within a familiar, predictable context of daily life and experience: simple narratives of routine events (e.g., stories written and read in class); descriptive prose about people, places and things; a set of simple instructions.
- Can find specific detailed information in plain language texts with clear layout (e.g., in very short news items, weather forecasts, sales promotion coupons and flyers).

B. 4: Fluent basic proficiency

- Learner is able to read a simple two- to three-paragraph passage within a mostly familiar and predictable context of daily life and experience: simple narrative, biographical or descriptive prose, set of simple instructions, plain language news items, classified ads, sales promotion coupons and flyers.
- Can locate, compare and contrast one or more specific pieces of information in larger texts.
- Is able to use low-level inference and to tolerate some ambiguity (e.g., when guessing the meaning of the unknown words in the text).
- Uses a bilingual dictionary almost constantly.
- Reads in English for information, to learn the language and to develop reading skills.
- Can read silently for meaning, with little visible or audible vocalization efforts, but reads slowly.

What may need to be taught or learned to achieve Reading Benchmark Competencies at Stage I

Strategies to develop:

- sight recognition of words and expressions in texts relating to basic everyday experience (e.g., personal identity, ethnicity, weather, clothing, holidays, family activities, hobbies, interests);
- recognition of grammar structures and cohesion links to interpret text;
- recognition of discourse indicators signalling such meanings as contrast or illustration by example;
- recognition of chronological sequences in narrating stories;
- recognition of terms in describing people, objects, situations, daily routines or emergencies;
- ability to use textual and contextual clues to interpret text (literal and inferential comprehension);
- ability to use different reading techniques according to task (e.g., developing skimming to determine purpose of text; developing scanning to locate detailed information);
- ability to read and perform actions: gathering, using and manipulating information; verbal problem solving and decision making, individually and/or in groups, group interpretation of text and/or negotiation of meaning;
- content knowledge, language, discourse formats and sociocultural knowledge relating to specific tasks (e.g., in social interaction texts, in business/service texts); and
- information search skills, and computer/Internet literacy skills.

Background knowledge required for successful performance of a reading task:

- knowledge of situational context, relevant sociocultural knowledge and relevant general topic knowledge (e.g., knowledge of events, trends or issues);
- pre-reading, focusing, guided reading activities; and
- learner is adequately briefed.

Global Performance Descriptor

- Learner is literate in the same alphabet in another language, but has minimal understanding of written text in English.
- Shows little word sight recognition except for a small number of familiar words and simple phrases in predictable contexts related to immediate needs.
- Limited knowledge of the language and limited exposure to sound-symbol relationship and spelling conventions in English limits learner's ability to decode unfamiliar words.
- Can match simple illustrations and short written sentences containing some familiar words.

Performance Conditions

- Texts are short (from a simple phase up to five sentences), with familiar everyday words.
- Sentences have an average of two to three content words only.
- Instructions are short (two to five words).
- Context is personally relevant and strongly supports the text.
- Text is in print or print-like handwriting.
- Pictorial signs or symbols are common and familiar.
- Tasks require only short oral responses; circling, matching, checking items; or filling in the blanks.

READING BENCHMARK 1: Initial basic proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction texts • Demonstrate understanding of short greetings and other "goodwill" written texts.	• Match an appropriate goodwill written message with the occasion and the address.	• Identifies goodwill written expressions and their meaning. • Locates specific written information (e.g., for whom, from whom, etc.)
II. Instructions • Follow short one-sentence written instruction.	*Use block letters. Turn the page. Write here. Do not write in this space.* • Match a set of instructions with a set of pictures (e.g., how to use a pay phone).	• Follows short (two- to five-word written) instructions.
III. Business/service texts • Use simplified, short, common forms; simplified maps and diagrams; common traffic signs and symbols.	• Read a cash-register sales receipt; check the total amount, date and place. • Show on an application form which information is required in which section; provide required information. • Locate items on simplified maps and diagrams. • Match signs (e.g., traffic signs) with words.	• Identifies where to write personal data on a form. • Identifies a familiar layout of a place in a simple diagram or identify familiar places on a simple map. • Locates detailed information in a common formatted text (e.g., receipt).
IV. Informational texts • Get information from very basic short texts: identify specific details.	• Read a very short story about someone and complete a simple three- to five-sentence guided text by filling in blanks with the facts from the story. • Match one-to three-sentence captions with the pictures they describe. • Match a short shopping list of daily items with pictures or real items.	• Identifies factual detail (e.g., numbers, letters, a few key words, short expressions) in a text as required (e.g., circles, checks items, or writes in appropriate blanks).

Global Performance Descriptor

- Learner can read personal and place names, common public signs and other short texts with familiar words and simple learned phrases in predictable contexts related to immediate needs.
- Limited knowledge of the English language limits learner's ability to decode unfamiliar words.
- Able to find a specific piece of information in a simple text, mostly in simple formatted text with clear layout.

Performance Conditions

- Texts are short (up to seven sentences) and use familiar, everyday words.
- Sentences have an average of three to five content words only.
- Topics are familiar and personally relevant.
- Instructions have a clear sequence.
- Context is personally relevant and strongly supports the text.
- Text is often accompanied by pictures.
- Text is legible, in print or print-like handwriting.
- Pictorial signs or symbols are common and familiar.
- Tasks do not require much writing, but only short oral responses; circling, matching, checking items; or filling in the blanks.

READING BENCHMARK 2: Developing basic proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction texts • Demonstrate understanding of an expanded range of short greetings and other goodwill written texts, including invitations.	Read a postcard from a friend, a farewell card, a get-well card, an invitation, a valentine. • Match cards/messages with the occasions and address.	• Gets the gist of the text. • Identifies written goodwill expressions and their meanings. • Locates specific written information as required.
II. Instructions • Follow one- to four-step, one-sentence, common everyday written instructions in a predictable context.	• Read and follow one- to four-step instructions in educational materials in a classroom situation, or instructions on common forms. • Read and explain/demonstrate standard operating instructions on a washing machine.	• Follows one- to four-step, one-sentence instructions.
III. Business/service texts • Understand very short basic common forms, simplified maps and diagrams, signs, labels, tables, schedules. • Understand a short two- to three-sentence common business/service notice.	Read a note/reminder from the vet/dentist; notice to tenants about shut-off times of water due to maintenance; special store sales ads. • Find details on your power bill or in an ad. • Locate community facilities on a neighbourhood map.	• Gets the gist of the text. • Identifies where to write personal data on a form. • Identifies a familiar layout of a place in a simple diagram or identifies familiar places on a simple map. • Scans text to locate specific details in a common formatted text (e.g., bill) or unformatted text (e.g., notice).
IV. Information texts • Get information from very basic short texts. • Identify main idea and specific details of texts.	Read short notices, ads. • Respond to simple questions about the text (who, what, when, where, why). • Match pictures with short verbal descriptions. • Match a longer shopping list (school supply list, etc.) with pictures or real items.	• Gets key information/main idea from texts. • Identifies factual details (numbers, letters, a few key words, short expressions) in a text as required.

Global Performance Descriptor

- Learner's understanding of written text is expanding with her or his knowledge of the language and with improving awareness of the sound-symbol relationship and spelling conventions in English.
- Can phonetically decode familiar and some unfamiliar words.
- Can read a simple paragraph passage within a familiar, predictable context of daily life and experience: simple narratives of routine events (e.g., stories written and read in class); descriptive prose about people, places and things; a set of simple instructions.
- Can find specific detailed information in plain language texts with clear layout (e.g., in very short news items, weather forecasts, sales promotion coupons and flyers).

Performance Conditions

- Text is one to two paragraphs long.
- Language is concrete, factual and literal. Most content words are everyday words, familiar to the learner.
- Instructions are common everyday written instructions, often with pictures.
- Context is predictable and personally relevant; text is sometimes accompanied by pictures.
- Tasks require only short oral responses; circling, matching, checking items; or filling in the blanks.

READING BENCHMARK 3: Adequate basic proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction texts • Get information from short personal notes and letters.	• Read a one-paragraph letter or a note and answer five questions about the text (orally or in writing). • Read authentic greeting card or postcard messages and reconstruct (create, tell) the stories and the details behind them. • Read a "Message/While you were out" note.	• Gets the gist of the note or letter. • Gets key information/main idea from texts. • Identifies important written details/specific information as required.
II. Instructions • Follow one- to five-step common everyday instructions and instructional texts.	• Follow one- to five-step point-form written directions to locate items on maps and diagrams. • Match one- to five-step point-form written instructions with pictures and put them in the right sequence.	• Follows common everyday one- to five-step written instructions. • Interprets sequence and location signals in text.
III. Business/service texts • Find information in formatted texts: forms, tables, schedules, directories. • Get information from short business brochures, notices, form letters and flyers.	• List key information points in an ad. • Identify purpose and topic of various brochures and flyers; sort them into categories. • Answer five to seven questions about a text. • Find information in a TV Guide.	• Identifies layout and specific information on a form. • Gets overall meaning of a business text. • Gets key information/main idea from verbal and graphic texts. • Identifies important details as required. • Finds information in complex directories.
IV. Informational texts • Get the gist, key information, and important detail of simple explicit one- to two-paragraph texts. • Use standard reference texts: dictionaries, maps and diagrams.	• Read short news articles, educational/content materials, stories. • Answer five to seven questions about a text (orally or in writing). • Classify information in a text into categories, complete a chart. • Label a diagram using information in text.	• Gets the gist of the text. • Gets key information/main idea from texts. • Locates specific information about events and descriptions of people, places, things (who, what, where, when, how). • Identifies links between sentences and the narrative sequence. • Predicts, guesses new words in familiar context. • Finds words in a dictionary.

Global Performance Descriptor

- Learner is able to read a simple two- to three-paragraph passage within a mostly familiar, predictable context of daily life and experience: simple narrative, biographical or descriptive prose, set of simple instructions, plain language news items, classified ads, sales promotion coupons and flyers.
- Can locate, compare and contrast one or more specific pieces of information in larger texts.
- Is able to use low-level inference and to tolerate some ambiguity (e.g., when guessing the meaning of the unknown words in the text).
- Uses a bilingual dictionary almost constantly.
- Reads in English for information, to learn the language and to develop reading skills.
- Can read silently for meaning, with little visible or audible vocalization efforts, but reads slowly.

Performance Conditions

- Text length: two or three paragraphs.
- Language is mostly concrete, factual and literal, with some abstract vocabulary items.
- Most words are familiar to the learner.
- Instructions are common everyday instructions without pictures.
- Prose passages (narrative, biographical or descriptive) can be related to personal experience. News items are in plain language, with few idioms.
- Context is often familiar and partly predictable; pictures occasionally accompany text.
- Handwritten text is legible, in print-like handwriting.

READING BENCHMARK 4: Fluent basic proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction texts • Get information from personal notes, e-mail messages and letters.	• Read an authentic note, e-mail message or letter; answer seven to 10 questions about the text.	• Gets the gist of the note or letter. • Gets key information/main idea from texts. • Identifies important details/specific information as required.
II. Instructions • Follow one- to six-step common everyday instructions and instructional texts.	• Properly sequence instructions on how to make a long distance call or how to use the automatic teller machine. • Follow instructions on employment forms. • Sequence a simple five- to eight-line recipe.	• Follows the one- to six-step instructions. • Numbers steps in sequence.
III. Business/service texts • Find information in formatted texts: forms, tables, schedules, directories. • Get information from short business brochures, notices, form letters and flyers.	• Use a bus route map to match several bus stops with arrival/departure times. • Use the White Pages to locate the closest medical clinic/emergency service. • Find an ad to match your list of apartment requirements.	• Identifies layout of forms; finds specific information. • Gets overall meaning; identifies type and purpose of text. • Gets key information and specific details from verbal text and graphics or a simple graph. • Finds information in complex directories, dictionaries, maps. Identifies main idea, key and supporting details. • Identifies links between paragraphs. • Compares facts to make choices. • Predicts, guesses meaning. • Distinguishes facts from opinions.
IV. Informational texts • Get the gist, key information and important detail of simple, explicit two- to three-paragraph texts (e.g., news articles, educational/content materials, stories). • Use standard reference texts: dictionaries, maps and diagrams, graphs.	• Read a short newspaper article: answer seven to 10 questions. • Label a diagram using information in a text. • Give a text an appropriate and informative title. • Identify the percentage of Canadians who are first generation immigrants by looking at a simple pictorial graph (e.g., a pie graph).	

Performance monitoring, evaluation and the Benchmark achievement report

Given the possibility of error in evaluation, a mark for achieving the Benchmark criterion in reading is set at 70-80%, rather than at 100%.

The figure below shows the level descriptors in evaluating effectiveness of comprehension in reading performance.

1	Fewer than 50% of the items	Performance not successful relative to task requirements; learner responds correctly to fewer than 50% of the items (comprehension questions)
2	Fewer than 70% of the items	Performance marginally successful relative to task requirements; learner responds correctly to fewer than 70% of the items (comprehension questions)
3	70-80% of the items	Performance successful relative to task requirements; learner responds correctly to 70-80% of the items (comprehension questions)
4	More than 80% of the items	Performance very successful relative to task requirements; learner responds correctly to more than 80% of the items (comprehension questions)

Satisfactory performance (a pass) in a Benchmark competency is represented as mark (rating level) 3.

Monitoring, evaluating and reporting Benchmark achievement

Benchmark achievement report:	Ratings	Ratings for levels of performance:
❑ Social interaction text	_____	1 - unable to achieve yet
❑ Instructions	_____	2 - needs help
❑ Business/service texts	_____	3 - satisfactory Benchmark achievement: pass
❑ Informational texts	_____	4 - more than satisfactory achievement

Learners must achieve all competency objectives to obtain the Benchmark credential.

Stage I:
Basic Proficiency

Writing Benchmark

Benchmarks 1 - 4

Global performance descriptors

B. 1: Initial basic proficiency

- Learner is literate in the same alphabet in another language: writes all letters of the alphabet, and all numbers and numerals.
- Can write down basic personal identification information.
- Can copy/record time, addresses, names, numbers, prices.
- Can write a small number of familiar words, simple phrases and sentences about self, related to immediate needs.
- Limited knowledge of language and a limited exposure to sound-symbol relationship and spelling conventions in English limits learner's ability to write unfamiliar words.

B. 2: Developing basic proficiency

- Learner can write a few sentences and phrases about self and family or other highly familiar information as a simple description, as answers to written questions, or on simplified forms and slips.
- Can copy basic factual information from directories and schedules.
- Limited knowledge of language and a limited exposure to sound-symbol relationship and spelling conventions in English limits learner's ability to write unfamiliar words.

B. 3: Adequate basic proficiency

- Learner demonstrates adequate competence in simple, familiar, personal writing tasks within predictable contexts of everyday needs and experience.
- Can write a number of one-clause sentences about self and family (e.g., simple descriptions and narration).
- Can copy or write down a set of simple instructions or a simple message.
- Can fill out simple application forms and bank slips.

B. 4: Fluent basic proficiency

- Learner can effectively convey in writing simple ideas and information about personal experience within predictable contexts of everyday needs.
- Can write simple descriptions and narration of events, stories, future plans about self and family, or other highly familiar topics.
- Can write short messages: postcards, notes, directions, and letters.
- Can fill out simple application forms.
- Can copy information from dictionaries, encyclopedias, manuals.
- Can take slow simple dictation with frequent repetitions.
- Shows ability to use successfully one-clause sentences or coordinated clauses with basic tenses.

What may need to be taught or learned to achieve Writing Benchmark Competencies at Stage 1

Strategies to develop:

- skills to write down/record information (e.g., making lists, including vocabulary lists; copying; filling in simple forms; and writing a dictation);
- knowledge of text formats (e.g., personal letter, note, composition, various forms/pre-set formats, cheques, receipts, bills, application forms); basic knowledge of English paragraph structure (e.g., topic sentence, related/supporting sentences);
- understanding of purpose and layout of forms, identifying headings and writing spaces for all information categories on the form;
- vocabulary and expressions needed to complete a variety of forms; personal identification vocabulary such as name (e.g., surname, family name, last name), address, postal code, date of birth, phone number, country, town, city, married, single, wife, husband, children, school, origin, nationality, citizen, marital status, spouse, dependants, gender/sex, male, female, height, education, licence plate, occupation, etc.; other terms such as block letters, print, signature, sign, and common abbreviations in forms (e.g., St., N/A, SIN, EI, C.I.C, GST);
- writing as a process: pre-writing (e.g., generating ideas), drafting a composition and rewriting (e.g., revising and proofreading for spelling, punctuation, grammar);
- ability to write a short text to convey a message to report an occurrence or tell a simple story (e.g., personal stories, everyday real life stories written and read in class); to tell about future plans; and to describe people, objects, situations, or daily routines; and
- basic keyboarding and word-processing skills.

Background knowledge required for successful performance of a writing task:

- knowledge of text purpose, audience, context, content/topic and related vocabulary, and of the appropriate text format. (For example, learners may require specific information about health insurance or about forms of payment for everyday written service/business transactions. Learners may require specific information about the significance of cards in Canadian culture, occasions that are appropriate for sending a card and types of cards; holidays and social conventions related to birth, marriage, graduation, grieving etc., for social interaction writing tasks); and
- themes and topics may include shopping (e.g., for food, clothing, etc.), housing, time, dates, money, banking and financial services, postal services, restaurants, health services, education, jobs, business, families, holidays and customs, weather, clothing, seasons, travel and transportation, safety and security, levels of government, citizenship, Internet, and so on.

Global Performance Descriptor

- Learner is literate in the same alphabet in another language: writes all letters of the alphabet, and all numbers and numerals.
- Can write down basic personal identification information.
- Can copy/record time, addresses, names, numbers, and prices.
- Can write a small number of familiar words, simple phrases and sentences about self, related to immediate needs.
- Limited knowledge of language and a limited exposure to sound-symbol relationship and spelling conventions in English limits learner's ability to write unfamiliar words.

Performance Conditions

- Context is personally relevant.
- Addressee is familiar (e.g., a friend, neighbour, classmate or teacher).
- Text to copy is short (10- to 20-item list or a three- to five-sentence passage), with easy layout, and contains basic, everyday information.
- Text to copy is in legible handwriting or print.
- Form is simple in format, with clear lines or boxes in which to write.
- Form contains only five to seven basic personal ID information categories.
- Text is short (e.g., three to five sentences), uses familiar everyday words, is personally relevant, and is in a guided writing format.

WRITING BENCHMARK 1: Initial basic proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction • Convey greetings or other goodwill messages by completing a standard greeting card with minimum required information.	• Choose and complete an appropriate card for someone you know, according to the occasion. Address the envelope to mail it.	• Selects a standard card appropriate to occasion, intent and social context/relationship. • Completes it with an appropriate salutation and a closing (e.g., From, Love), signs; addresses envelope for mailing. • Uses accurate spelling, punctuation and layout of message, with only an occasional error.
II. Recording information • Copy numbers, letters, words, short phrases and sentences for personal use or to complete short writing tasks.	• Copy information from ID documents onto a form. • Copy information from an appointment note onto a personal calendar. • Copy information from a bill or invoice to complete a cheque. • Make a list (e.g., shopping, things to do, phone numbers), according to task requirements.	• Copies, following North American conventions and styles of writing, numerals (e.g., 1,4,7), addresses and phone numbers. • Exhibits legible handwriting or printing, with no major omissions in copying information. Makes only a few occasional copying mistakes. Poses only slight difficulties for a reader to decode a letter or number.
III. Business/service messages • Fill out simple forms.	• Fill out a simple form with date, first name, last name, address, postal code, phone number, date of birth, age, sex, eye colour, etc.	• Writes personal identification and basic personal and familiar details as required, in appropriate sections. • Spells accurately and follows punctuation conventions. • Has legible handwriting or printing. Makes no major omissions in providing information.
IV. Presenting information • Describe a personal situation by completing a short guided text about self and family.	• Complete a simple guided text about self and/or family by filling in blanks with relevant information. *My name is ____. I am _____. I am from _____. I have _____. I like _____.*	• Writes personal and familiar details in appropriate blanks. • Spells and follows punctuation conventions. • Has legible handwriting or printing. Reader can follow the text.

Global Performance Descriptor

- Learner can write a few sentences and phrases about self and family or other highly familiar information as a simple description, as answers to written questions, or on simplified forms and slips.
- Can copy basic factual information from directories and schedules.
- Limited knowledge of language and limited exposure to sound-symbol relationship and spelling conventions in English limits learner's ability to write unfamiliar words.

Performance Conditions

- Context is personally relevant.
- Addressee is familiar.
- Use standard cards or a guided format text.
- Text to copy is short (10- to 20-item list or five to seven sentences of prose), with easy layout and basic, everyday information.
- Text to copy is in legible handwriting or print.
- Form is simple in format with eight to 12 basic personal ID information categories, with clear lines or boxes in which to write (e.g., country of origin, marital status, spouse, dependants, nationality, account number, citizenship).
- Text is short (e.g., five to six sentences) and uses familiar everyday words, is personally relevant, and is in a guided writing format.

WRITING BENCHMARK 2: Developing basic proficiency

Competency Outcomes and Standards

What the person can do	Examples of tasks and texts	Performance indicators
I. Social interaction • Convey an expanded range of goodwill messages (e.g., thanks, apologies, congratulations, get well wishes, goodbyes and sympathy).	• Choose and complete an appropriate card for someone you know, according to the occasion. • Complete a guided or form letter to introduce yourself to classmates or teacher and to say, "*Nice to meet you.*"	• Selects a standard card appropriate to occasion, intent and social context and relationship. • Completes it with minimum required information. • Uses accurate spelling and punctuation.
II. Recording information • Copy information.	• Copy information from the White Pages (e.g., a person's phone number and address). • Copy selected information from signs and simple schedules according to specific task requirements. • Copy prices and names of brands of products at different stores for comparison.	• Copies words, numbers, letters, sentences, including capitalization, lower case, punctuation. • Has legible handwriting or printing. Makes no major omissions in copying information. Makes only a few occasional copying mistakes. Poses only slight difficulties for the reader to decode a letter or number.
III. Business/service messages • Fill out simple forms.	• Fill out an application form (e.g., library, video store). • Fill out a request for a mailing address change. • Fill out a bank withdrawal slip. • Write out a cheque.	• Writes personal identification and basic personal and familiar details as required, in appropriate sections. • Spells accurately and follows punctuation conventions. • Has legible handwriting or printing, with no major omissions in providing information. Reader can use the data.
IV. Presenting information • Describe personal situation by completing short guided texts or by answering simple questions in writing.	• Describe a picture (e.g., of a family) by completing a text about the picture. *Frank is 40 y _____ _____. ____* *____a nice family. There are* *____people/children in the family.* • Write long full-sentence answers to five or six questions about yourself, family and/or friend.	• Answers five to six questions about personal or familiar situation or fills in blanks in a five- to six-sentence descriptive text with relevant information. • Spells accurately and follows punctuation conventions. • Has legible handwriting or printing. Reader can follow the text.

Global Performance Descriptor

- Learner demonstrates adequate competence in simple, familiar, personal writing tasks within predictable contexts of everyday needs and experience.
- Can write a number of one-clause sentences about self and family (e.g., simple descriptions and narration).
- Can copy or write a set of simple instructions or a simple message.
- Can fill out simple application forms and bank slips.

Performance Conditions

- Circumstances are informal; address is familiar.
- Topics are of immediate everyday relevance.
- Notes are short (e.g., three to five sentences).
- Text to copy is equivalent to a paragraph, and with easy layout.
- Text to copy is in legible handwriting or print.
- Forms are simple in format, with 15 to 20 items.
- Notes are short (e.g., three to five sentences), as a partially guided text with blanks/fragments to complete.
- Text is short (e.g., five to eight sentences), on a familiar and personally relevant topic.

WRITING BENCHMARK 3: Adequate basic proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction • Convey a personal message in an informal written note.	• Write a short note to leave with your neighbour; tell her or him that you will be away, where you have gone, for how long, when you will be back, and who to call in case of emergency. • Write a short note to invite your friend for lunch; include details of time and location. • Add a short personal note in a standard card to express sympathy.	• Conveys the message: reader can follow the text. • Uses language and content that are appropriate and relevant to the occasion, intent and social context. • Describes times and locations with precision. • Makes only a few errors in grammar, punctuation and spelling.
II. Recording information • Copy short texts from dictionaries, directories, schedules, instructions.	• Copy the pronunciation of a word from a dictionary. • Copy information from directories, schedules, notices, instructions for specific purposes.	• Copies words, numbers, letters, sentences, including capitalization, lower case, punctuation, phonetic notation. • Has legible handwriting or printing. Makes no major omissions and few mistakes. There is only slight uncertainty in decoding.
III. Business/service messages • Fill out simple forms. • Convey simple business messages as written notes.	• Fill out an emergency information form (e.g., for employer, school, summer camp, etc.). • Fill out an application for a driver's licence/organ donor form. • Complete a guided note to your landlord about a problem (e.g., with your bathroom or kitchen).	• Fills out form with required information. Spells and follows punctuation conventions. • Has legible handwriting or printing. Makes no major omissions. • Conveys a simple message. • Demonstrates adequate control of simple structures, with few grammatical errors.
IV. Presenting information • Write a short text about personal or familiar situation. • Describe a person, object, place, situation, event.	• Describe your day, your daily routine, a person, an object, a place, what happened (e.g. classroom stories of learners' daily experiences, past events, future plans).	• Describes the situation. • Uses simple structures. • Uses adequate vocabulary for topic. • Spells and follows punctuation conventions, with few errors.

Global Performance Descriptor

- Learner can effectively convey in writing simple ideas and information about personal experience within predictable contexts of everyday needs.
- Can write simple descriptions and narration of events, stories, future plans about self and family, or other highly familiar topics.
- Can write short messages; postcards, notes, directions, and letters.
- Can fill out simple application forms.
- Can copy information from dictionaries, encyclopedias, and manuals.
- Can take a slow simple dictation with frequent repetitions.
- Shows ability to use successfully one-clause sentences or coordinated clauses with basic tenses.

Performance Conditions

- Circumstances range from informal to more formal occasions.
- Addressee is familiar.
- Topics are of immediate everyday relevance.
- Letter is one paragraph long.
- Note is three to five sentences long.
- Texts to copy are one to two paragraphs, with easy layout, in legible handwriting or print.
- Texts may come from various sources and may be of a more specialized or technical nature.
- Forms are simple in format, 20 items long.
- Text is one paragraph long, on a familiar and personally relevant topic.

WRITING BENCHMARK 4: Fluent basic proficiency

Competency Outcomes and Standards

What the person can do	Examples of tasks and texts	Performance indicators
I. Social interaction • Convey personal messages in an informal or formal personal short letter or a note to express invitations, thanks, regrets, cancellations and apologies.	• Write a short letter to your friend to tell her or him about your new apartment, car, job or trip. • Write a formal invitation for a special family function (e.g., housewarming party, graduation, wedding, special birthday, etc.). • Write a personal note to thank your host for a dinner or a party.	• Conveys the message: reader can follow. • Uses language and content that are appropriate to the occasion, intent and social context. • Uses simple grammar structures, punctuation and spelling with few errors. • Conveys main ideas and supports them with detail in a basic paragraph structure.
II. Recording information • Copy short texts to record information for personal use, or to complete tasks, or to learn information.	• Copy definitions from two to three different sources (e.g., dictionaries or encyclopedias), and compare them. • Copy information about a product or service from catalogues, directories, instructions and manuals for comparison purposes.	• Competently copies information, including capitalization, lower case, punctuation, and phonetic and other notations. • Has legible handwriting or printing. Makes no major omissions in copying information. There are only a few occasional copying mistakes or slight uncertainty in decoding.
III. Business/service messages • Fill out simple forms. • Convey simple business messages as written notes.	• Fill out an application form: car rental, direct deposit request. • Write a short note to your child's teacher notifying her or him about an absence. • Write down a message from one person to pass on to another.	• Fills out form with required information. • Spells and follows punctuation conventions. • Has legible handwriting or printing. Makes no major omissions in providing information. • Conveys a simple message. • Uses simple structures with few errors in grammar.
IV. Presenting information • Write a short text about a personal or familiar situation, event, personal experience, future plans. Explain reasons.	• Describe an event or tell a story (e.g., write about coming to Canada). • Write about your work experience in the past. • Write about what you would like to do and why (e.g., future plans and the reasons for them).	• Describes a situation: reader can follow. • Conveys main ideas, supporting detail. • Uses basic paragraph structure. • Uses simple structures; few errors. • Uses adequate vocabulary for the topic. • Spells correctly; follows punctuation conventions. • Has legible handwriting or printing.

Performance monitoring, evaluation and the Benchmark achievement report

Learner performance is first evaluated globally for its functional effectiveness. This is an overall holistic evaluation of the writer's success in communicating as required by the task. It describes whether the global purpose of communication has been achieved.

Then, learner performance is evaluated analytically for some qualitative aspects of the communication. The analytic criteria will differ according to the situation of language use. The instructors will select criteria appropriate to the Benchmark level and to the nature of the task and its requirements. For example, filling out a form with personal information may not involve the criteria of text organization and cohesion; the relevant criteria may include overall effectiveness (e.g., reader can use the information as intended), legibility/mechanics, relevance of content.

The following chart reflects the CLB considerations of the "combined" evaluation of writing performance.

Assessment type	Criteria to consider	Ratings: Levels of Performance	Suggested weight
Holistic	• Overall effectiveness	1 2 3 4	30%
Analytic	• Accuracy of grammar • Adequacy of vocabulary for purpose • Cohesion • Organization of text • Appropriateness of text (style, register, layout, visual presentation) • Legibility/mechanics (handwriting, spelling, punctuation) • Relevance, factual accuracy and adequacy of content	1 2 3 4	70%
Combined			100%

Satisfactory performance (a pass) in a Benchmark competency is represented as mark (rating level) 3.

Monitoring, evaluating and reporting Benchmark achievement

Benchmark achievement report:	Ratings
❑ Social interaction	_____
❑ Recording information	_____
❑ Business/service messages	_____
❑ Presenting information	_____

Ratings for levels of performance:
1 - unable to achieve yet
2 - needs help
3 - satisfactory Benchmark achievement: pass
4 - more than satisfactory achievement

Learners must achieve all competency objectives to obtain the benchmark credential.

STAGE II:
Intermediate Proficiency

Speaking, Listening,
Reading, Writing

BENCHMARKS 5 - 8

Stage II:
Intermediate Proficiency

Speaking Benchmark

Benchmarks 5 - 8

Global performance descriptors

B. 5: Initial intermediate proficiency

- Learner can participate with some effort in routine social conversations and can talk about needs and familiar topics of personal relevance.
- Can use a variety of simple structures and some complex ones, with occasional reductions. Grammar and pronunciation errors are frequent and sometimes impede communication.
- Can demonstrate a range of common everyday vocabulary and a limited number of idioms. May avoid topics with unfamiliar vocabulary.
- Can demonstrate discourse that is connected (and, but, first, next, then, because) and reasonably fluent, but hesitations and pauses are frequent.
- Can use the phone to communicate simple personal information; communication without the visual support is still very difficult.

B. 6: Developing intermediate proficiency

- Learner can communicate with some confidence in casual social conversations and in some less routine situations on familiar topics of personal relevance.
- Can communicate facts and ideas in some detail: can describe, report and provide a simple narration.
- Can use a variety of structures with some omission/reduction of elements (e.g., articles, past tense).
- Grammar and pronunciation errors are frequent and may sometimes impede communication.
- Can demonstrate a range of everyday vocabulary, some common phrases and idioms.
- Can demonstrate discourse that is reasonably fluent, with frequent normal hesitations.
- Can use the phone to communicate on familiar matters, but phone exchanges with strangers are stressful.

B. 7: Adequate intermediate proficiency

- Learner can communicate comfortably in most common daily situations.
- Can participate in formal and informal conversations, involving problem solving and decision making.
- Can speak on familiar concrete topics at a descriptive level (five to 10 minutes). Can present a detailed analysis or comparison.
- Can use a variety of sentence structures (including compound and complex sentences) and an expanded inventory of concrete and common idiomatic language.
- Grammar and pronunciation errors are still frequent, but rarely impede communication. Discourse is reasonably fluent, with frequent self-corrections and/or rephrasing.
- Can use the phone on familiar and routine matters. Clarifying unknown details may still present communication problems.

B. 8: Fluent intermediate proficiency

- Learner can communicate effectively in most daily practical and social situations, and in familiar routine work situations.
- Can participate in conversations with confidence.
- Can speak on familiar topics at both concrete and abstract levels (10 to 15 minutes).
- Can provide descriptions, opinions and explanations; can synthesize abstract complex ideas; can hypothesize.
- In social interaction, demonstrates an increased ability to respond appropriately to the formality level of the situation.
- Can use a variety of sentence structures, including embedded/report structures, and an expanded inventory of concrete, idiomatic and conceptual language.
- Grammar and pronunciation errors rarely impede communication.
- Is reasonably fluent in discourse.
- Can use the phone on less familiar and some non-routine matters.

What may need to be taught or learned to achieve Speaking Benchmark Competencies at Stage II

Strategies to develop:

- fluency and automaticity in using grammatical and lexical structures typically occurring in moderately demanding academic, community and work contexts; expanded range of abstract, technical, idiomatic and conceptual language to report and discuss personal and factual information; and to express ideas, opinions and feelings about familiar topics and issues;
- ability to produce intelligible and communicatively effective pronunciation (segments and prosody);
- ability to produce appropriate and communicatively effective non-verbal behaviour in communication;
- knowledge of situational "scripts," and corresponding oral discourse formats for particular academic, work or community events (e.g., a student-teacher conference, a business or service transaction, a group conversation or discussion, or specific workplace situations);
- knowledge of sociolinguistic norms culturally determined behaviour and interactional and interpersonal communication skills (e.g., conversation management, giving and receiving compliments or invitations);
- academic language and content knowledge to talk about basic concepts and operations in numeracy, science and technology and other areas;
- ability to synthesize and integrate multiple pieces of information (selecting, evaluating, synthesizing, integrating) for a coherent oral presentation;
- relevant metalinguistic and other related knowledge and skills (e.g., how to prepare and deliver a presentation; how to best memorize phrases and expressions);
- collaborative team skills for academic and work purposes (e.g., contributing to verbal problem solving and decision making in group settings); and
- learning through creating and enjoying spoken language: reciting songs/rhymes, dramatizing, improvising, playing verbal games, storytelling, telling jokes.

Background knowledge and preparation required for successful performance of a speaking task:

- knowledge of the task purpose, audience, context, content/topic and related vocabulary;
- knowledge of the appropriate discourse format, style and process (e.g., for a formal or informal presentation, discussion, conversation, an inquiry phone-call, etc.); and
- optimal preparation time.

Themes and topics may include academic and occupational content areas; literature, health, education, basic science and technology, business, relationships, parenting; careers and occupations, job search; financial and consumer services; cultures and communities; community programs, institutions, agencies and services; cultural and employment opportunities, religious traditions, rituals, celebrations; sports, arts, recreation.

Global Performance Descriptor

- Learner can participate with some effort in routine social conversations and can talk about needs and familiar topics of personal relevance.
- Can use a variety of simple structures and some complex ones, with occasional reductions.
- Grammar and pronunciation errors are frequent and sometimes impede communication.
- Can demonstrate a range of common everyday vocabulary and a limited number of idioms.
- May avoid topics with unfamiliar vocabulary.
- Can demonstrate discourse that is connected (and, but, first, next, then, because) and reasonably fluent, but hesitations and pauses are frequent.
- Can use the phone to communicate simple personal information; communication without visual support is still very difficult.

Performance Conditions

- Interaction is face to face, or on the phone.
- Rate of speech is slow to normal.
- Context is mostly familiar, or clear and predictable, but also moderately demanding (e.g., real world environment; limited support from interlocutors).
- Circumstances range from informal to more formal occasions.
- Instructions have five to six steps, and are given one-on-one, one step at a time, with visual clues.
- Length of presentation is three to five minutes.
- Topics are of immediate everyday relevance.
- Audience is a small familiar group.
- Setting is familiar.
- Topic is concrete and familiar.
- Presentation is informal or semi-formal.
- Uses pictures or other visuals.

Interaction one-on-one

- Interaction is face to face or on the phone.

Interaction in a group

- Group of three to five people is familiar.
- Topics are familiar, non-personal, concrete.
- Interaction is informal or semi-formal.
- Leader or moderator is encouraging.

TEACHER'S NOTES

SPEAKING BENCHMARK 5: Initial intermediate proficiency

Competency Outcomes and Standards

What the person can do	Examples of tasks and texts	Performance indicators
I. Social interaction ***Interpersonal competencies*** • Respond to small talk comments. • Extend, accept or decline an invitation or offer. • Express and respond to compliments. • Express and respond to congratulations.	**C, S, W** Respond to small talk comments. • Express and respond to compliments and congratulations. **C** Extend an invitation for a coffee, dinner, party. • Accept or decline an invitation for a coffee, dinner, party.	• Responds to small talk comments. • Extends, accepts or declines an invitation or offer. • Expresses and responds to compliments. • Expresses and responds to congratulations.
Conversation management • Indicate non-comprehension. • Take turns. • Encourage others in a conversation by showing interest.	*Sorry, what did you say? I didn't catch what you said about X. Could you repeat that? What does X mean? Excuse me. May I ask a question?*	• Indicates incomprehension. • Takes turns by giving non-verbal and verbal signals (signalling to speak). • Encourages conversation (e.g., eye contact, smiling, nodding and short phrases).
Phone competencies • Answer the phone briefly according to the situation.	*Hello, lunchroom, Bob speaking... Just a moment, please. I'll get Tom...Tom, a phone call for you, line 1... .*	• Answers the phone. • Provides needed information. • Refers the call to another person.
II. Instructions • Give an extended set of sequentially presented simple clause instructions/directions on daily routine actions.	**C, W** Direct a person to a place with or without maps, diagrams, sketches (e.g., give clear directions to one's home; the washrooms).	• Gives spoken directions. (Listener can follow the directions.)
III. Suasion (getting things done) • Give and get permission. • Give simple informal advice. • Call for emergency assistance.	*Please, would you mind, could you, would you?* **W** Request permission to leave work early or take a day off. **C** Call 911, report a problem in some detail, and request help.	• Gives and gets permission. • Uses polite expressions with requests. • Gives simple advice. • Gives address. • States the reason. • Requests help. • Provides details clearly, intelligibly.

C: Community/**S**: Study/**W**: Workplace

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
IV. Information ***Presentations*** • Relate a sequence of events in the present, past or future. • Tell a detailed story/report an incident. • Describe a scene or picture. • Describe a daily routine.	**S** Tell a detailed story (e.g., historical, biographical), or report an incident based on a series of pictures. • Describe a routine based on a series of pictures. • Give a detailed description of a scene or a picture. **W** Report a few routine activities of the day; include explanations and examples.	• Presents information in a coherent connected discourse. • Uses an introduction, development and conclusion. • Uses explicit markers/logical connectors (first, next, finally, but). • Uses simple grammar structures, with clear present, past and future time reference; and personal and textual reference (only some errors). • Uses vocabulary adequately. • Provides accurate, detailed descriptions. • Speaks with appropriate eye contact, body language, voice volume, rate, fluency and intelligibility.
Interaction one-on-one • Ask for and provide information related to routine daily activities (e.g., personal, family, others, work).	**C** Obtain information at a pharmacy to get the best product for a specific situation.	• Explains the nature of inquiry, provides necessary details. • Asks relevant questions. • Summarizes and repeats back. • Gives thanks for the help and information. • Speaks intelligibly; listener can follow all details.
Interaction in a group • Participate in a small group discussion. • Express necessity, worry, or concern.	**S** Plan a trip from point A to point B. • Discuss a familiar current issue.	• Expresses opinion. • Agrees and disagrees. • Expresses necessity and reason (must/because). • Expresses worry/concern.

C: Community/**S**: Study/**W**: Workplace

Global Performance Descriptor

- Learner can communicate with some confidence in casual social conversations in some less routine situations on familiar topics of personal relevance.
- Can communicate facts and ideas in some detail: can describe, report and provide a simple narration.
- Can use a variety of structures with some omission/reduction of elements (e.g., articles, past tense, morphemes). Grammar and pronunciation errors are frequent and may sometimes impede communication.
- Can demonstrate a range of everyday vocabulary, some common phrases and idioms.
- Can demonstrate discourse that is reasonably fluent, with frequent normal hesitations.
- Can use the phone to communicate on familiar matters, but phone exchanges with strangers are stressful.

Performance Conditions

- Interaction is face to face, or on the phone, with familiar and unfamiliar individuals and small informal groups.
- Rate of speech is slow to normal.
- Context is familiar, or clear and predictable.
- Context is moderately demanding (e.g., real world environment, limited support from speaker).
- Circumstances range from informal to more formal.
- Setting or content is familiar, clear and predictable.
- Topic is concrete and familiar.
- Presentation is informal or formal.
- Use of pictures or other visuals.
- Presentation is five to seven minutes long.

Interactions one-on-one

- Interactions are face to face or on the phone.
- Interaction is formal or semi-formal.
- Learner can partially prepare the exchange.

Interactions in a group

- Interaction occurs in a familiar group of three to five people.
- Topic or issue is familiar, non-personal, concrete.
- Interaction is informal or semi-formal.

TEACHER'S NOTES

SPEAKING BENCHMARK 6: Developing intermediate proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction ***Interpersonal competencies*** • Open, maintain and close a short routine formal conversation. • Introduce a person (e.g., guest, speaker) formally to a small familiar group. • Make or cancel an appointment or arrangement. • Express/respond to apology, regrets and excuses.	*Well, I should be going. I'll let you get back to.... See you tomorrow.* **C, S, W.** Make/initiate simple small talk or small talk comment. • Introduce a person formally to a small familiar group. • Call to make or cancel an appointment. Give apologies and give reasons. • Apologize for small and larger mistakes in various situations.	• Opens, maintains, closes a short formal conversation (four to five words). • Closes a conversation in three customary steps (pre-closing, closing, leave-taking). • Introduces a guest/speaker formally to a small familiar group. • Makes/cancels an appointment • Expresses and responds to apology, regrets and excuses. • Uses appropriate non-verbal behaviour.
Conversation management • Indicate partial comprehension. • Take turns by interrupting. • Encourage conversation by adding supportive comments. • Avoid answering a question.	*Could you be more specific; explain in more detail; give an example of X. Pardon me, but... Sorry to interrupt, but... That's good, great, nice. Good for you. I'm not really sure. I'm afraid I don't know.*	• Indicates partial comprehension; asks clarifying questions. • Takes turns by interrupting appropriately. • Encourages conversation, repeating a key word or phrase. • Avoids answering a question. • Uses appropriate non-verbal behaviour.
Phone competencies • Take phone messages with three to five details.	*Hello, Bob speaking.... How are you? I'm afraid he's not in. Can I take a message.... Okay; I'll give him the message.... No problem.... You're welcome.*	• Answers the phone appropriately. • Greets. • Clarifies and confirms accuracy of information. • Closes conversation. • Gets all the details in the message.
II. Instructions • Give a set of instructions dealing with simple daily actions and routines where the steps are not presented as a point-form sequence of single clauses.	*Before depositing the slip in the deposit box, check if it is signed. The machine must be disconnected before you open it.* • Explain how to make something or do something properly; give a short set of instructions (e.g., change a light bulb).	• Gives spoken directions. (uses correct sequence of steps, clear reference, correct stress and intonation: listener can follow the instructions.)
III. Suasion (getting things done) • Make a simple formal suggestion; provide reason. • Make a simple prediction of consequences. • Make a verbal request for an item.	*It's cold — perhaps we should close the window. You shouldn't... If we do X, Y will happen. I ordered X a while ago; I was wondering when it will be ready/if it's ready yet.*	• Makes a simple formal suggestion; provides reason. • Makes a simple prediction of consequences. • Renews a verbal request for the item or service needed.

C: Community/S: Study/W: Workplace

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
IV. Information ***Presentations*** • Relate a detailed sequence of events from the past; tell a detailed story, including reasons and consequences. • Describe and compare people, places etc. • Describe a simple process.	**S** Tell a detailed story that includes reasons and consequences. • Describe and compare two contemporary or historical figures or locations. • Give a detailed description of a simple process (e.g., the collection, sorting and distribution of mail at Canada Post).	• Presents information in a coherent connected discourse. • Uses an introduction, development and conclusion. • Uses explicit markers/logical connectors (first, next, finally). • Uses simple grammar structures, with clear present, past and future time. • Uses vocabulary adequately for topic. • Provides accurate and detailed descriptions. • Speaks with appropriate eye contact, body language, voice volume, rate, fluency and intelligibility.
Interaction one-on-one Ask for and provide information in an interview related to daily activities.	**C, S** Phone a library to inquire and obtain information about appropriate research materials and their availability; reserve materials. **C** Express concerns, provide explanations, and seek advice in a parent-teacher interview. • Phone an airline and arrange a flight.	• Explains the nature of inquiry and information needed. • Provides necessary details. • Asks relevant questions. • Summarizes and repeats back. Thanks for the help and information. • Speaks intelligibly; listener can follow.
Interaction in a group • Participate in a small group discussion/meeting on non-personal familiar topics and issues: express opinions, feelings, obligation, ability, certainty.	**S** Discuss current events in Canada. • Discuss researched topics on social, cross-cultural, or work-related issues. • Discuss aspects of Canadian culture and advice and suggestions based on "Dear..." advice columns.	• Participates in a small group discussion/meeting. • Expresses opinions and feelings. • Expresses obligation, ability, certainty (e.g., have to, must, able/unable).

C: Community/**S**: Study/**W**: Workplace

Global Performance Descriptor

- Learner can communicate comfortably in most common daily situations.
- Can participate in formal and informal conversations, involving problem solving and decision making.
- Can speak on familiar concrete topics at a descriptive level (five to 10 minutes).
- Can present a detailed analysis or comparison
- Can use a variety of sentence structures (including compound and complex sentences) and an expanded inventory of concrete and common idiomatic language.
- Grammar and pronunciation errors are still frequent but rarely impede communication.
- Discourse is reasonably fluent, with frequent self-corrections and/or rephrasing.
- Uses phone on familiar and routine matters; clarifying unknown details may still present communication problems.

Performance Conditions

- Interaction is face to face, or on the phone, with familiar individuals and small informal groups.
- Rate of speech is slow to normal.
- Context is mostly familiar and clear.
- Context is moderately demanding (e.g., real world environment).
- The steps in instructions are not always presented in sequence.
- Length of presentation is 10 minutes.
- Audience is a small, familiar or unfamiliar group.
- Setting is familiar.
- Topic is concrete and familiar.
- Presentation is informal or semi-formal.
- Pictures or other visuals are used.

Interaction one-on-one

- Interaction is face to face or on the phone.
- Interaction is formal or semi-formal.
- Learner can partially prepare the exchange.

Interaction in a group

- Interaction is in a familiar group of three to five people.
- Topic is familiar, non-personal, mostly concrete but also abstract.
- Interaction is formal or semi-formal.

TEACHER'S NOTES

SPEAKING BENCHMARK 7: Adequate intermediate proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction ***Interpersonal competencies*** • Introduce a guest, speaker formally to a large familiar group. • Express and respond to gratitude, appreciation, complaint, disappointment, dissatisfaction, satisfaction and hope.	**C, S, W** Introduce a person (e.g., guest, speaker) formally to a large familiar group. • Express and respond to gratitude and appreciation. • Make and respond to a complaint. • Express and respond to disappointment, dissatisfaction, satisfaction and hope.	• Introduces a person (e.g., guest, speaker) formally to a small familiar group. • Expresses and responds to gratitude and appreciation. • Makes and responds to a complaint. • Expresses and responds to disappointment, dissatisfaction, satisfaction and hope. • Uses appropriate non-verbal behaviour.
Conversation management • Confirm own comprehension. • Use a number of strategies to keep the conversation going. • Hold the floor. • Resume after interruption. • Change topic.	*So what you're saying is.... You did? Did you really? You didn't! And what happened then? Excuse me, I'd like to finish my point. I'm just about to finish. As I was saying.... Anyway, going back to what you said.... This reminds me of....*	• Confirms own comprehension of details by repeating and paraphrasing. • Maintains conversation by various strategies (e.g., asking follow-up information questions). • Holds the floor, keeps the turn. • Resumes after interruption. • Changes topic. • Uses appropriate non-verbal behaviour.
Phone competencies • Take live phone messages with five to seven details.	*This is Ben Smith calling from Alpha Books. Two of the books that you ordered have arrived. I'm still trying to get more information from Ocean Publishers. Please call me after 3:30 p.m. to discuss the details if you want. My phone number is 555-2030. Thanks. Bye.* • Take and pass on a message with specific details for someone else.	• Answers the phone. • Greets. • Clarifies and confirms accuracy of information. • Closes conversation. • Gets all the details in the message right.
II. Instructions • Give clear instructions and directions related to moderately complex familiar technical and non-technical tasks.	**W** Give clear directions and instructions in a workplace situation. **C** Explain how to avoid jet lag, stay on a budget or handle a household emergency.	• Gives spoken directions. (Conveys the sequence of steps, uses clear reference, precise vocabulary, correct stress and intonation; listener can follow the instructions).
III. Suasion (getting things done) • Give and respond to a warning; discourage others. • Request a word. Ask for and respond to recommendations or advice. • Make an extended suggestion on how to solve an immediate problem or make an improvement.	*Do you have a minute? Can I talk to you? Can I have a word? I'd like to ask for suggestions, feedback, advice... Can you suggest something? What would you suggest?* **C** Discourage a person from drinking and driving, or other illegal or dangerous actions. **W** Ask an instructor/supervisor for feedback about performance; ask for advice.	• Gives and responds to a warning. • Discourages others. • Asks for and responds to recommendations or advice.

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
IV. Information ***Presentations*** • Give a summary/report of the main points of a presentation by someone else. • Tell a story, including a future scenario. • Describe, compare and contrast in detail two events, jobs or procedures. • Describe a moderately complex process.	**S** Tell a story that includes future scenarios. • Describe and compare the characteristics of two jobs (e.g., a hospitality host and waiter; an administrative assistant and receptionist). • Based on research, make a 10-minute presentation or demonstration to describe a process (e.g., the process of photosynthesis, immigration or admission to a program). Respond to questions.	• Presents information in a coherent connected discourse. • Uses an introduction, development and conclusion. • Uses explicit markers and logical connectors (first, next, finally). • Uses simple grammar structures, with clear present, past and future time reference; and spatial, personal and textual reference (only some errors). • Uses vocabulary adequately for topic. • Provides detailed descriptions. • Speaks with appropriate eye contact, body language, voice volume, rate, etc.
Interaction one-on-one • Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements.	**C, S** Call to request information about very specific services or products, or to discuss a very specific need (e.g., planning an extended trip, planning a big investment; ask about new appliances or renovations or training for a new career). • Ask questions. Ask for advice.	• Explains the nature of inquiry. • Initiates questions to gather, analyse and compare information needed. • Responds to questions. • Summarizes and repeats back. • Gives thanks for the help and information. • Speaks intelligibly: listener can follow.
Interaction in a group • Participate in a small group discussion/meeting: express opinions and feelings; qualify opinion, express reservations, approval and disapproval. • Express or ask about possibility, probability.	*How likely/probable is... Would it be possible to ...Could it be X? It could have been X. Probably, possible, possibly, maybe, may, can, could.*	• Participates in a small group discussion or meeting. • Expresses opinions, feelings and reservations. • Qualifies own opinion. • Expresses approval and disapproval. • Expresses and asks about possibility, probability.

C: Community/**S**: Study/**W**: Workplace

Global Performance Descriptor

- Learner can communicate effectively in most daily practical and social situations, and in familiar routine work situations.
- Can participate in conversations with confidence.
- Can speak on familiar topics at both concrete and abstract levels (10 to 15 minutes).
- Can provide descriptions, opinions and explanations; can synthesize abstract complex ideas, can hypothesize.
- In social interaction, learner demonstrates increased ability to respond appropriately to the formality level of the situation.
- Can use a variety of sentence structures, including embedded and report structures, and an expanded inventory of concrete, idiomatic and conceptual language.
- Grammar and pronunciation errors rarely impede communication.
- Discourse is reasonably fluent.
- Uses phone on less familiar and some non-routine matters.

Performance Conditions

- Interaction is with one or more people, face to face or on the phone. It is often at a normal rate.
- Speech is partly predictable and does not always support the utterance.
- Considerable level of stress affects performance when verbal interaction may result in personal consequences (e.g. on the job).
- Audience is small familiar and unfamiliar informal groups.
- Setting and context are familiar, clear and predictable.
- Topic is familiar, concrete and abstract.
- Pictures and other visuals are used.
- Length of presentation is 15 to 20 minutes.

Interaction one-on-one

- Interaction is face to face or on the phone.
- Interaction is formal or semi-formal.
- Learner can partially prepare the exchange.

Interaction in a group

- Interaction takes place in a familiar group of up to 10 people.
- The topic or issue is familiar, non-personal, concrete and abstract.
- Interaction is informal or semi-formal.

Teacher's Notes

SPEAKING BENCHMARK 8: Fluent intermediate proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction ***Interpersonal competencies*** • Introduce a person (e.g., guest, speaker) formally to a large unfamiliar audience. • Express/respond to a formal welcome/ toast. • Express sympathy formally. • Respond to a minor conflict or complaint. • Comfort and reassure a person in distress.	**C, S, W** Formally welcome or introduce a person (e.g., guest, speaker) to a large unfamiliar group. • Make a toast. • Express sympathy formally. • Respond to a minor conflict (e.g., acknowledge or clarify a problem, apologize, suggest a solution).	• Introduces a person (e.g., guest, speaker) formally to a small familiar group. • Expresses/responds to a formal welcome or toast. • Expresses/responds to sympathy. • Responds to a minor conflict; comforts and reassures. • Uses appropriate non-verbal behaviour. • Adjusts conversation to appropriate formality level.
Conversation management • Manage conversation. Check comprehension. • Use a variety of strategies to keep conversation going. • Encourage others to participate.	*Can you follow? Is it clear? And what happened next? Did you want to comment, Li? How about you, Mary? What do you think, Tran?*	• Manages conversation. • Checks if listener can follow. • Keeps conversation going by a range of strategies, including follow-up questions. • Includes others.
Phone competencies • Carry on a brief phone conversation in a professional manner.	**W** Answer a routine business call; direct the call appropriately.	• Greets/identifies organization. • Provides clear information to simple routine questions. • Clarifies/confirms information. • Refers/transfers calls. • Closes conversation. • Speaks intelligibly.
II. Instructions • Give/pass on instructions about an established familiar process or procedure (technical and non-technical).	**W** Give instructions on how to administer first aid. • Give instructions/directions to tourists on points of interests, trails, museums, restaurants, etc. • Give instructions on operating a cash register.	• Gives spoken directions. (Conveys the sequence of steps; uses clear reference, correct stress and intonation: listener can follow the instructions.)
III. Suasion (getting things done) • Indicate problems and solutions in a familiar area. • Propose/recommend that certain changes be made in a familiar area.	*I think that the real question here is... In my opinion, the problem is...* • Provide your opinions and suggestions as a respondent in a phone survey on health care services or bank services, etc.	• Identifies the problem. • Indicates possible solutions. • Recommends best solution. • Provides required details. • Speaks intelligibly; listener can follow all details.

C: Community/**S**: Study/**W**: Workplace

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
IV. Information ***Presentations*** • Give a presentation to describe and explain a complex structure, system or process based on research. Use a diagram to support the explanations. • Tell a story, which includes an anecdote.	**S** Make a 15-minute oral presentation on the researched topic. Analyse opinions, synthesize information. • Present a summary of the weekly newscast. • Describe and explain the internal structures of organisms or objects, using cross-sectional sketches in a 20-minute formal presentation. • Compare two similar processes, (e.g., two processes of water treatment/purification). • Tell a story, including an anecdote.	• Addresses the purpose of the task. • Expresses main ideas and supports them with details. • Provides an introduction, development and conclusion. • Narrates, describes coherently (agents, actions, circumstance, process and sequence are clear). • Provides accurate and detailed descriptions, explanations or account of events in the story sequence. • Uses style of presentation and formality in addressing the listener. • Demonstrates good use of complex structures, with only minor difficulties. • Demonstrates adequate vocabulary for the topic, including sufficient technical language to describe a process. • Speaks with adequate fluency and intelligibility.
Interaction one-on-one • Ask for and/or provide detailed information related to personal needs, varied daily activities and routine work requirements. • Discuss options.	**C, S** Obtain multiple opinions about a medical condition, treatment options, prognosis.	• Explains or asks about the nature of inquiry or concern and information needed. • Initiates questions to gather, analyse and compare information needed for some decision making. • Responds to questions with required information. • Summarizes and repeats back the information. • Closes. • Speech is intelligible; listener can follow all details.
Interaction in a group • Participate in a debate/discussion/meeting on an abstract familiar topic or issue. • Express and analyse opinions and feelings. • Express doubts and concerns; oppose or support a stand or a proposed solution.	**S** Discuss values and attitudes in different cultures (intercultural education). **W** Participate in a group during a training meeting/workshop. Give a three-minute summary talk as a spokesperson for the group.	• Participates in a seminar-style or business meeting (e.g., debate/discussion/meeting). • Expresses opinions, feelings, doubts and concerns. • Qualifies opinions, adds information, elaborates. • Opposes or supports a stand, idea, proposed solution. • Uses appropriate non-verbal behaviour.

C: Community/**S**: Study/**W**: Workplace

Performance monitoring, evaluation and the Benchmark achievement report

Learner performance is first evaluated globally for its functional effectiveness. Effectiveness is an overall holistic evaluation of the speaker's success in communicating as required by the task. It describes whether the global purpose of communication has been achieved.

Then, learner performance is evaluated analytically for some "qualitative" aspects of the communication. The analytic criteria will differ according to the situation of language use. The instructors will select criteria relating to the Benchmark level and to the nature of the task and its requirements. For example, in using greetings and courtesy formulas, the relevant criteria are appropriateness and intelligibility. Other speaking tasks may require the criteria of accuracy (e.g., grammar, vocabulary), relevance, fluency, etc.

The following chart reflects the CLB considerations of the "combined" evaluation of speaking performance.

Assessment type	Criteria to consider	Ratings: Levels of Performance	Suggested weight
Holistic	• Overall effectiveness	1 2 3 4	30%
Analytic	**For monologic-type tasks, choose:** • Accuracy of grammar • Adequacy of vocabulary for purpose • Intelligibility of speech • Appropriateness • Organization of discourse/coherence • Fluency • Relevance and adequacy of content **For interactional tasks, add:** • Conversation management • Negotiation of meaning	1 2 3 4	70%
Combined			100%

Satisfactory performance (a pass) in a Benchmark competency is represented as mark (rating level) 3.

Monitoring, evaluating and reporting Benchmark achievement

Benchmark achievement report:	Ratings
❑ Social interaction	_____
❑ Instructions	_____
❑ Suasion (getting things done)	_____
❑ Information	_____

Ratings for levels of performance:
1 - unable to achieve yet
2 - needs help
3 - satisfactory Benchmark achievement: pass
4 - more than satisfactory achievement

Learners must achieve all competency objectives to obtain the benchmark credential.

STAGE II:
Intermediate Proficiency

Listening Benchmark

BENCHMARKS 5 - 8

Global performance descriptors

B. 5: Initial intermediate proficiency

- Learner can follow very broadly and with some effort the gist of oral discourse in moderately demanding contexts of language use (e.g., face to face formal and informal conversations, audio tapes and radio broadcasts) on everyday personally relevant topics and at a slower to normal rate of speech.
- Can understand simple exchanges: conceptualized short sets of common daily instructions and directions; direct questions about personal experience and familiar topics; routine (simple, repetitive, predictable) media announcements.
- Can understand a range of common vocabulary and a very limited number of idioms.
- Often requests repetitions.
- Can follow simple short predictable phone messages, but has limited ability to understand on the phone.

B. 6: Developing intermediate proficiency

- Learner can follow the main ideas and identify key words and important details in oral discourse in moderately demanding contexts of language use (face to face formal and informal conversations, audio tapes and radio broadcasts) on relevant topics and at a slower to normal rate of speech.
- Can understand a range of common vocabulary and a limited number of idioms.
- Can follow contextualized discourse related to common experience and general knowledge.
- Can understand conceptualized short sets of instructions and directions.
- May still frequently request repetition.
- Can follow simple short predictable phone messages.

B. 7: Adequate intermediate proficiency

- Learner can comprehend main points and most important details in oral discourse in moderately demanding contexts of language use.
- Can follow most formal and informal conversations on familiar topics at a descriptive level, at a normal rate of speech, especially as a participant.
- Can understand an expanded inventory of concrete and idiomatic language.
- Can understand more complex indirect questions about personal experience, familiar topics and general knowledge.
- Sometimes requires slower speech, repetitions and rewording.
- Can understand routine work-related conversation.
- Can follow short predictable phone messages on familiar matters; has problems following unknown details on unfamiliar matters.
- Has difficulty following a faster conversation between native speakers.

B. 8: Fluent intermediate proficiency

- Learner can comprehend main points, details, speaker's purpose, attitudes, levels of formality and styles in oral discourse in moderately demanding contexts of language use.
- Can follow most formal and informal general conversations, and some technical, work-related discourse in own field at a normal rate of speech.
- Can follow discourse about abstract and complex ideas on a familiar topic.
- Can comprehend an expanded range of concrete, abstract and conceptual language.
- Can determine mood, attitudes and feelings.
- Can understand sufficient vocabulary, idioms and colloquial expressions to follow detailed stories of general popular interest.
- Can follow clear and coherent extended instructional texts and directions.
- Can follow clear and coherent phone messages on unfamiliar and non-routine matters.
- Often has difficulty following rapid, colloquial/idiomatic or regionally accented speech between native speakers.

What may need to be taught or learned to achieve Listening Benchmark Competencies at Stage II

Strategies to develop:

- recognition of linguistic signals (e.g., sounds [segments], rhythm, and intonation to interpret oral discourse);
- recognition of extralinguistic and paralinguistic signals (e.g., loudness, pitch, speech rate, body language, other visual clues); using the clues for inferencing, hypothesizing, guessing and predicting in interpreting oral discourse;
- recognition of words and expressions relating to topic areas (e.g., general content and academic areas; occupational and vocational areas; social participation areas); recognition of an expanded range of simple concrete, abstract, idiomatic and technical language relating to familiar everyday facts, opinions, feelings and ideas, basic concepts and applications of numeracy, science, technology, social science and Canadian citizenship, cross-cultural and multicultural issues, literature and the media; health, education, jobs and occupations, financial and consumer services;
- recognition of grammar structures, cohesion links across utterances and discourse indicators signalling such meanings as contrast or illustration by example;
- recognition of expanded inventory of linguistic means of narration, reporting, description or arguing a point in listening texts/oral discourse;
- ability to listen and to perform actions (e.g., intellectual problem solving; decision making; gathering, using and manipulating information; listening to negotiation of meaning);
- content knowledge, language, discourse formats, and sociocultural knowledge relating to specific tasks (e.g., in social interaction, in service transactions); and
- recognition and appreciation of expanded informal, idiomatic and literary language; humour and jokes; songs, rhymes, dramas, stories, anecdotes as listening text/oral discourse.

Background knowledge and preparation required for successful performance of a listening task:

- knowledge of listening text before (and sometimes immediately after) the item in question;
- knowledge of the context: purpose, participants, place;
- knowledge of the topic;
- knowledge of a typical discourse format or script for a situation; and
- other relevant sociocultural and general knowledge or information (e.g., pre-listening, focusing or guided listening activities).

Global Performance Descriptor

- Learner can follow very broadly and with some effort the gist of oral discourse in moderately demanding contexts of language use (e.g., face to face formal conversations, audio tapes and radio broadcast) on everyday personally relevant topics and at a slower to normal rate of speech.
- Can understand simple exchanges: contextualized short sets of common daily instructions and directions; direct questions about personal experience and familiar topics; routine (simple, repetitive, predictable) media announcements.
- Can understand a range of common vocabulary and a very limited number of idioms.
- Often requests repetitions.
- Can follow simple short predictable phone messages, but has limited ability to understand on the phone.

Performance Conditions

- Listening texts are moderately short monologues/presentations and dialogues (five to eight exchange turns, each turn three to five sentences long; or two to five minutes in length) on familiar everyday topics.
- Speech is clear at a slow to normal rate.
- Communication is face to face, or video-and audio-mediated (e.g., tape).
- Instructions are clear and explicit, used with some visual clues and presented step by step.
- Learner is adequately briefed for focused listening.
- Some tasks require oral or physical response. Some tasks are in a guided writing format (e.g., circle or match items, fill in blanks, complete a chart, answer questions, etc.).
- Learner may need one to two repetitions.

LISTENING BENCHMARK 5: Initial intermediate proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction • Identify factual details and inferred meanings in dialogues containing compliments, invitations and offers; discussion of interests, likes/dislikes and preferences. • Identify situation and relationship between speakers.	**C, S, W** Watch videotaped casual dialogues or listen to audiotaped and phone conversations. • Identify specific factual details and inferred meanings. • Respond to comprehension questions, circle or check items, write in appropriate blanks or as required in the task.	• Identifies specific factual details and inferred meanings in video- and audio-mediated listening texts/discourse as required. • Identifies the emotional state of speaker from tone and intonation. • Identifies situation and relationship between speakers.
II. Instructions • Understand a range of spoken everyday instructions on step by step procedures.	**C, S, W** Take a simple phone message (e.g., *Bob will call Monday, Feb. 19, at 11 p.m.*). • Follow oral instructions on how to use a computer (e.g., open or close a program).	• Responds with action to directions and instructions. • Completes the task.
III. Suasion (getting things done) • Demonstrate comprehension of factual details and some inferred meanings in simple advice and suggestions, announcements and commercials.	**C, S, W** Identify specific factual details and inferred meanings in simple advice and suggestions, announcements and commercials. • Circle or check answers, or write in appropriate blanks, etc., as required in the task.	• Identifies main intent, main idea, factual details, words and expressions and inferred meanings in persuasive oral texts as required.
IV. Information • Demonstrate comprehension of the gist, factual details and some inferred meanings by listening to a descriptive or narrative text.	**S** Listen to a TV/radio news item or report. Respond to a number of questions. **C** Complete a theatre/TV schedule with required details by listening to a pre-recorded message.	• Gets the gist, factual details and some inferred meanings in a listening text. • Identifies key words and phrases. • Responds to requests for facts and opinions relating to text.

C: Community/**S**: Study/**W**: Workplace

Global Performance Descriptor

- Learner can follow the main idea and identify key words and important details in oral discourse in moderately demanding contexts of language use (e.g., face to face formal and informal conversations, audio tapes and radio broadcasts) on relevant topics and at a slower to normal rate of speed.
- Can understand a range of common vocabulary and a limited number of idioms.
- Can follow conceptualized discourse related to common experiences and general knowledge.
- Can understand conceptualized short sets of instructions and directions.
- May still frequently request repetition.
- Can follow simple short predictable phone calls.

Performance Conditions

- Learner is adequately briefed for focused listening.
- Communication is live, or video- and audio-mediated (e.g., tape).
- Speech is clear and at a slow to normal rate.
- Instructions are clear and explicit, used with some visual clues, but not always presented in a step by step form.
- Listening texts are moderately short (five to eight exchange turns, each turn three to five sentences long, or two to five minutes), on familiar topics.
- Some tasks require oral or physical response; some tasks are in a "guided" writing format (e.g., circle or match items, fill in the blanks, complete a chart, answer questions, etc.).
- Learner may need one to two repetitions.
- Presentation or interaction is live, informal or semi-formal.
- Topic is concrete and familiar.
- Setting and context are familiar.
- Pictures and visuals are used.
- Length of discourse is up to 10 minutes.

LISTENING BENCHMARK 6: Developing intermediate proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction • Identify specific factual details and inferred meanings in dialogues containing openings and closings, making and cancelling of appointments, apologies, regrets, excuses, problems in reception and communication. • Identify mood/attitude of participants.	**C, S, W** Listen to videotaped casual dialogues audio-taped/phone conversations. • Identify specific factual details and inferred meanings. Respond to questions as required in the task. • Take phone/voice-mail messages. • Listen to short routine conversations. Identify the preclosing, closing, and leave-taking expression in each dialogue.	• Identifies specific factual details and inferred meanings in video- and audio-mediated listening texts/discourse as required. • Identifies mood/attitude of participants.
II. Instructions • Understand a set of instructions when not presented completely in point form: sequence/order must be inferred from the text.	*Before depositing the slip in the deposit box, check if it is signed.* *The appliance must be disconnected prior to opening the cover.* • Write down customer work order in point form (e.g., photo process, picture framing).	• Understands clear spoken instructions as required. • Follows sequence markers and other linguistic clues in the text to comprehend the order of steps. • Completes task.
III. Suasion (getting things done) • Demonstrate comprehension of details and speaker's purpose in suggestions, advice, encouragements and requests.	*Public announcements, commercials, infomercials.* **C, S, W** Listen to a two- to three-minute talk quiz house renovations suggestions. Recall seven out of 10 important tips.	• Identifies factual details, words and expressions, and inferred meanings in suasion oral texts as required. • Identifies functional value of utterances as suggestions, advice, encouragements and requests.
IV. Information • Identify main ideas, supporting details, statements and examples in a descriptive or narrative presentation, or in a group interaction (e.g., meeting, discussion). • Suggest an appropriate conclusion to a story based on inference.	**C, S, W** Listen to a two- to three-minute conversation, report, TV/radio news item. Recall 70% of the information: identify seven to 10 important points. • Listen to a two- to three-minute explanation on why certain food supplement products are more appropriate than others in a specific situation. Identify main statements and supporting examples, according to task format. • Listen to a story that includes explanations and examples. Number a set of pictures in sequence.	• Identifies factual details and inferred meanings in a listening text as required. • Gets main ideas, supporting details, statements and examples as required. • Suggests an appropriate conclusion based on inference: predicts what will happen next in a narration.

C: Community/S: Study/W: Workplace

Global Performance Descriptor

- Learner can comprehend main points and most important details in oral discourse in moderately demanding contexts of language.
- Can follow most formal and informal conversations on familiar topics at a descriptive level, at a normal rate of speech, especially as a participant.
- Can understand an expanded inventory of concrete and idiomatic language.
- Can understand more complex indirect questions about personal experience, familiar topics and general knowledge.
- Sometimes requires slower speech, repetitions and rewording.
- Can understand routine work-related conversation.
- Can follow short predictable phone messages on familiar matters; has problems following unknown details on unfamiliar matters.
- Has difficulty following a faster conversation between native speakers.

Performance Conditions

- Learner is adequately briefed for focused listening.
- Communication is live, or video- and audio-mediated (e.g., tape).
- Speech is clear and at a slow to normal rate.
- Instructions are clear and explicit, used with some visual clues, but not always presented in a step by step format.
- Listening texts are dialogues on familiar general topics.
- Length of discourse: eight to 12 exchange turns, each turn three to five sentences long; or five minutes.
- Learner may need one or two repetitions.
- Topics are familiar.
- Presentation is informal with the use of pictures/visuals; 10 to 15 minutes long.
- Learner is adequately briefed for focused listening.
- Discourse is live, or video- and audio-mediated (e.g., tape).
- Speech is clear, at a normal rate.

LISTENING BENCHMARK 7: Adequate intermediate proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction • Identify stated and unspecified details, facts and opinions about situation and relationship of participants containing expression of and response to gratitude and appreciation, complaint, hope, disappointment, satisfaction, dissatisfaction, approval and disapproval.	**C, S, W.** Listen to conversations between individuals. Identify stated and unspecified details about the situation, relationships, intent and mood of participants. Answer questions.	• Identifies specific factual details and inferred meanings in video- and audio-mediated listening texts/discourse as required. • Identifies functional value of utterances (e.g., thanking, complaining, hoping, etc.). • Identifies situation, relationship, mood/attitude of participants.
II. Instructions • Understand sets of instructions related to simple technical and non-technical tasks. • Understand simple directions on the phone. • Understand simple messages left on voice-mail (with five to seven details).	• Take pre-recorded phone messages with five to seven details. • Evaluate the factual accuracy of oral directions/instructions by checking details on a map.	• Follows clear spoken instructions as required. • Follows sequence markers and other linguistic clues in the text to comprehend the order of steps. • Seeks clarification and confirmation where possible. • Completes instruction/direction task.
III. Suasion (getting things done) • Demonstrate comprehension of details and speaker's purpose in directive requests, reminders, orders and pleas.	**C, S, W** Listen to interactions in a court of law or between law enforcement officials (e.g., police, by-law and customs officers) and civilians. Respond to questions according to task format (e.g., true/false, circle the correct answer, etc.).	• Identifies main idea, factual details, words and expressions, and inferred meanings in suasion oral texts as required. • Identifies functional value of utterances as directive requests/reminders, orders or pleas. • Predicts consequences and outcomes.
IV. Information • Demonstrate comprehension of mostly factual details and some inferred meanings in an extended description, report or narration when events (or stages) are reported out of sequence. • Identify rhetorical signals of chronological order, comparison and contrast, and cause and effect in the discourse.	**C, S** Listen to a presentation on gardening conditions, procedures and regional plants in two different regions of Canada. Complete a related task (e.g., retell, respond to questions, complete a chart, table or diagram). • Listen to information about services (e.g., transit, library, travel reservations, renting accommodation, entertainment schedules). Complete a related task (e.g., retell, respond to questions, complete a chart, table or diagram).	• Identifies factual details and inferred meanings in a listening text as required. • Identifies rhetorical discourse markers and patterns of chronological order/sequence, comparison and contrast, and cause and effect. • Responds to requests for facts, opinions and attitudes relating to the text.

C: Community/**S**: Study/**W**: Workplace

Global Performance Descriptor

- Learner can comprehend main points, details, speaker's purpose, attitudes, levels of formality and styles in oral discourse in moderately demanding contexts.
- Can follow most formal and informal conversations, and some technical work-related discourse in own field at a normal rate of speech.
- Can follow discourse about abstract and complex ideas on a familiar topic.
- Can comprehend an expanded range of concrete, abstract and conceptual language.
- Can determine mood, attitudes and feelings.
- Can understand sufficient vocabulary, idioms and colloquial expressions to follow detailed stories of general popular interest.
- Can follow clear and coherent extended instructional texts and directions.
- Can follow clear and coherent phone messages on unfamiliar and non-routine matters.
- Often has difficulty following rapid, colloquial/idiomatic or regionally accented speech between native speakers.

Performance Conditions

- Tasks are in a standard format, with items to circle, match, fill in a blank, and complete a chart.
- Learner is adequately briefed for focused listening.
- Communication is face to face, observed live, or video- and audio-mediated (e.g., tape, TV, radio).
- Speech is clear at a normal rate.
- Instructions are clear and coherent.
- Listening texts are monologues/presentations and dialogues (five to 10 minutes), within familiar general topics and technical discourse in own field.
- Topics are familiar.
- Presentation/lecture is informal or semi-formal with the use of pictures, visuals (10 to 15 minutes).
- Learner is briefed for focused listening.
- Speech is clear, at a normal rate.

LISTENING BENCHMARK 8: Fluent intermediate proficiency

Competency Outcomes and Standards

What the person can do	Examples of tasks and texts	Performance indicators
I. Social interaction • Identify stated and unspecified details about mood, attitude, situation and formality in discourse containing expression of and response to formal welcomes, farewells, toasts, congratulations on achievements and awards, sympathy and condolences.	**C, S, W** Listen to videotaped casual dialogues, audio-taped and phone conversations containing expression of and response to formal welcomes, farewells, toasts, congratulations on achievements and awards, sympathy and condolences. • Identify specific factual details and inferred meanings. • Respond to questions, circle or check items, write in appropriate blanks, as required in the task.	• Identifies specific factual details and inferred meanings in video- and audio-mediated listening texts/discourse. • Identifies situation, relationships between participants and speaker's purpose. • Identifies some attitudinal nuance, emotional tone and register of the text.
II. Instructions • Follow an extended set of multistep instructions on technical and non-technical tasks for familiar processes or procedures.	**C, S, W.** Follow first aid or other emergency instructions by phone. • Follow instructions on the phone to install Internet software or other software on computer.	• Follows instructions and completes a task.
III. Suasion (getting things done) • Identify stated and unspecified meanings in extended warnings, threats, suggestions and recommendations. • Evaluate the validity of a suggestion or proposed solution.	**C, S, W** Listen to a teacher/supervisor evaluating someone's performance; list specific details, suggestions and advice that are mentioned. • Listen to public announcements, commercials and infomercials that contain extended warnings, suggested solutions to problems or recommendations. Respond to questions according to task format (e.g., true/false, circle the correct answer, etc.).	• Identifies main intent, main idea, factual details, words and expressions and inferred meanings in suasion oral texts as required. • Identifies functional value of utterances as warnings, threats, suggestions or recommendations. • Evaluates the validity of a suggestion or a proposed solution for a specific context.
IV. Information: • Identify main idea (which is not explicitly stated) organization and specific details in extended oral presentations. • Identify facts, opinions and attitudes in conversations about abstract and complex ideas on a familiar topic.	**C, S** Listen to a presentation on basic personality types, learning styles or life styles. Identify main idea, details and transition points in the presentation. • Listen to a conversation about public services (e.g., transit, library) or about ice climbing in the Rockies. • Identify facts, opinions and attitudes in the discourse by answering comprehension questions.	• Identifies the component parts of the presentation (e.g., introduction, etc.). • Identifies phrases and sentences that mark topic introduction, topic development, topic shift and conclusion. • Identifies main idea, which is not explicitly stated, and extracts detailed information from the text. • Identifies facts, opinions and attitudes in conversations about abstract ideas.

C: Community/**S**: Study/**W**: Workplace

Performance monitoring, evaluation and the Benchmark achievement report

Given the possibility of error in evaluation, a mark for achieving the Benchmark criterion in listening is set at 70-80%, rather than at 100%.

The figure below shows the level descriptors in evaluating effectiveness of comprehension in listening performance.

1	Fewer than 50% of the items	Performance not successful relative to task requirements; learner responds correctly to fewer than 50% of the items (comprehension questions)
2	Fewer than 70% of the items	Performance marginally successful relative to task requirements; learner responds correctly to fewer than 70% of the items (comprehension questions)
3	70-80% of the items	Performance successful relative to task requirements; learner responds correctly to 70-80% of the items (comprehension questions)
4	More than 80% of the items	Performance very successful relative to task requirements; learner responds correctly to more than 80% of the items (comprehension questions)

Satisfactory performance (a pass) in a Benchmark competency is represented as mark (rating level) 3.

Monitoring, evaluating and reporting Benchmark achievement

Benchmark achievement report:	Ratings	Ratings for levels of performance:
❑ Social interaction	_____	1 - unable to achieve yet
❑ Instructions	_____	2 - needs help
❑ Suasion (getting things done)	_____	3 - satisfactory Benchmark achievement: pass
❑ Information	_____	4 - more than satisfactory achievement

Learners must achieve all competency objectives to obtain the Benchmark credential.

Stage II:
Intermediate Proficiency

Reading Benchmark

Benchmarks 5 - 8

Global performance descriptors

B. 5: Initial intermediate proficiency

- Learner can understand the purpose, main ideas and some detail in some authentic two- to three-paragraph texts in moderately demanding contexts of language use.
- Can find specific, detailed information in prose texts, and in charts and schedules (e.g., transit timetables).
- Can get specific details from everyday routine texts, such as a set of instructions, plain language news items and a notice from the gas company.
- Often requires rereading and clarification.
- Occasionally, can guess successfully the meaning of an unknown word, phrase or idiom from the context without a dictionary. Generally, still uses a bilingual dictionary regularly; begins to use a concise unilingual ESL/EFL dictionary.
- Language of the text is mostly concrete and factual, with some abstract, conceptual and technical vocabulary items, and may require low-level inference to comprehend it.

B. 6: Developing intermediate proficiency

- Learner can follow main ideas, key words and important details in a one page (three to five paragraphs) plain language authentic prose and non-prose (formatted) text in moderately demanding contexts of language use.
- Can locate two or three pieces of specific, detailed information in prose passages, charts and schedules for analysis, comparison and contrast.
- Can read printed or legible handwritten notes, memos, letters, schedules and itineraries.
- Can get new information about familiar topics from reading mostly factual texts with clear organization, and within familiar background knowledge and experience.
- Uses a concise unilingual ESL/EFL learner dictionary regularly.
- Language of the text is mostly concrete and factual, with some abstract, conceptual and technical vocabulary items, and may require low-level inference to comprehend it (e.g., learner may guess some new words by recognition of prefixes and suffixes).

B. 7: Adequate intermediate proficiency

- Learner can follow main ideas, key words and important details in an authentic one- or two-page text on a familiar topic within a predictable, practical and relevant context.
- Can locate and integrate, or compare and contrast, two or three specific pieces of information in visually complex texts (e.g., tables, calendars, course schedules, phone directories, almanacs, cookbooks) or across paragraphs or sections of text.
- Uses a unilingual dictionary when reading for confirmation of and precision in interpretation.
- Reads in English for information, to learn the language and to develop reading skills, but also begins to read very simple adult fiction for pleasure.
- Language is concrete and abstract, conceptual and technical. Text contains facts and opinion; some information is explicit and some is implied. Low-level inference is required in comprehending the text. Linguistic and stylistic means of expression in some texts can be complex in range and demanding to follow.

B. 8: Fluent intermediate proficiency

- Learner can follow main ideas, key words and important details in an authentic two- or three-page text on a familiar topic, but within an only partially predictable context.
- May read popular newspaper and magazine articles and popular easy fiction as well as academic and business materials.
- Can extract relevant points, but often requires clarification of idioms and of various cultural references.
- Can locate and integrate several specific pieces of information in visually complex texts (e.g., tables, directories) or across paragraphs or sections of text.
- Reads in English for information, to learn the language, to develop reading skills.
- Uses a unilingual dictionary when reading for precision vocabulary building.
- Text can be on abstract, conceptual or technical topics, containing facts, attitudes and opinions. Inference may be required to identify the writer's bias and the purpose/function of text.

What may need to be taught or learned to achieve Reading Benchmark Competencies at Stage II

Strategies to develop:

- print decoding and sight recognition of words and formulaic expressions (to assist bottom-up reading comprehension processing) in texts;
- recognition and comprehension of an expanded range of simple concrete, abstract, idiomatic and technical language relating to common knowledge, facts, opinions, feelings and ideas; basic concepts and applications of numeric, science, technology, social issues, Canadian citizenship, literature and the media; health, education, jobs and occupations, financial and consumer services;
- recognition of grammar structures and cohesion links to interpret text;
- recognition of expanded inventory of linguistic, rhetorical and stylistic means of narration, reporting, description or arguing a point in reading texts/written discourse; recognition of paragraph structure and relationships between paragraphs (e.g., opening/introduction, development/body, conclusion/closing); recognition of discourse indicators and patterns signalling such meanings as contrast, cause and effect or illustration by example;
- ability to use textual and contextual clues to interpret text (e.g., literal and inferential comprehension; reading between the lines, drawing conclusions, predicting outcomes);
- critical skills (e.g., evaluation, judging) in interpreting written text;
- ability to use different reading techniques according to task purpose (e.g., developing skimming to get the gist, developing scanning to locate detailed information, speed reading, in-depth reading);
- ability to read and perform actions (e.g., circling details, following instructions, completing a chart; gathering, using and manipulating information; verbal and intellectual problem solving, decision making, or interpretation of text/negotiation of meaning) individually and in group settings;
- content knowledge, language, discourse formats and sociocultural knowledge relating to specific tasks (e.g., in social interaction texts, in business/service texts);
- information search skills, and computer/Internet literacy skills; and
- recognition and appreciation of expanded informal, idiomatic and literary language; humour and jokes; reading stories, poetry, rhymes, newspaper and magazine articles for enjoyment and sociability; reading children's and young readers' books with and to children.

Background knowledge and preparation required for successful performance of a reading task:

- knowledge of situational context, including relevant sociocultural and general topic knowledge (e.g., knowledge of events, trends or issues);
- pre-reading, focusing, guided reading activities; and
- adequate briefing and at least minimal knowledge to activate knowledge schemata.

Global Performance Descriptor

- Learner can understand the purpose, main ideas and some detail in some authentic two- or three-paragraph texts in moderately demanding contexts of language use.
- Can find specific, detailed information in prose texts, and in charts and schedules (e.g., transit timetables).
- Can get specific details from everyday routine texts, such as a set of instructions, plain language news items, a notice from the gas company.
- Language of the text is mostly concrete and factual, with some abstract, conceptual and technical vocabulary items, and may require low-level inference to comprehend it.
- Learner often requires rereading and clarification.
- Occasionally, learner can guess successfully the meaning of an unknown word, phrase or idiom from the context without a dictionary.
- Generally, still uses a bilingual dictionary regularly; begins to use a concise unilingual ESL/EFL dictionary.

Performance Conditions

- Text is two or three paragraphs long and related to personal experience or familiar context.
- Text is legible, easy to read; is in print or neat handwriting.
- Tasks are in a standard format: with items to circle, match, fill in a blank, complete a chart, answer questions, etc.
- Learner is adequately briefed for focused reading (has at least minimal knowledge to activate knowledge schemata for top-down processing).
- Instructions are clear and explicit, for everyday situations, used with some visual clues, presented step by step. Pictures occasionally accompany text.
- Text has clear organization.
- Text is two or three paragraphs long, printed or electronic.
- Language is mostly concrete and literal, with some abstract words.
- Context and topic are often familiar and partly predictable for learner.
- Content is relevant and can be related to personal experience.
- Text types: newspaper articles, educational/content materials, stories, encyclopedia entries, short reports.

READING BENCHMARK 5: Initial intermediate proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction texts • Identify factual details and inferred meanings in moderately complex notes, e-mail messages and letters (personal and public) containing compliments, invitations, likes, dislikes, preferences.	**C, S, W** Read authentic notes, e-mail messages and letters containing compliments, invitations and offers; discussion of interests, likes, dislikes and preferences. Answer comprehension questions as required in the task.	• Identifies specific factual details and inferred meanings in the texts. • Identifies purpose of text. • Identifies reader-writer relationship, attitude of writer, context.
II. Instructions • Understand and follow moderately complex written instructions for seven to 10-step procedures. • Understand/follow moderately complex everyday texts.	**C** Sequence correctly seven to 10 steps in instructions on how to unplug the sink using commercial bottled liquid or environmentally friendly means, based on written texts. • Explain a three-paragraph instructional text on prevention and treatment of burns.	• Follows common authentic instructional texts with pictures. • Follows/responds with action to directions and instructions.
III. Business/service texts • Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts.	Read public announcements, commercials, business notices, letters, etc. **C** Use two bus route maps/schedules: locate a time of departure; coordinate with a transfer to reach destination. **C, S, W** Use the White Pages to locate a business address.	• Identifies type and purpose of text; gets the gist. • Identifies key information and locates specific details in verbal text and graphics, including extensive directories, charts and schedules.
IV. Informational texts • Demonstrate comprehension of a two- or three-paragraph moderately complex descriptive or narrative text on a familiar topic. • Demonstrate comprehension of standard maps, basic diagrams, basic graphs. **Information literacy/reference and study skills competencies** • Access and locate two pieces of information in CD-ROM ESL educational software. • Access and locate information through tables of content, indexes and glossaries.	**S** Read a short newspaper article or an adapted literary text for main ideas and supporting details. Answer seven to 10 questions. • Explain an educational system or a government system by reading and interpreting a simple chart. • Compare information in two pie or bar graphs. • Access, locate and compare/contrast two pieces of information in CD-ROM ESL educational software texts for reading development, if available. • Access, locate information through tables of content, indexes or glossaries.	• Identifies factual details and inferred meanings in text as required (70-80%). • Identifies main idea and key details. • Identifies organization of text and links between paragraphs. • Compares facts to make choices. • Predicts, guesses meaning of words and expressions from textual clues. • Predicts what will happen next in a narration by selecting an outcome. • Demonstrates understanding of standard maps, basic diagrams, basic pie or bar graphs. • Accesses and locates two pieces of information in CD-ROM ESL educational software texts. • Accesses and locates information through tables of content, indexes and glossaries (by alphabetical order).

C: Community/**S**: Study/**W**: Workplace

Global Performance Descriptor

- Learner can follow main ideas, key words and important details in a one-page (three to five paragraphs) plain language authentic prose and non-prose (formatted) text in moderately demanding contexts of language use.
- Can locate three to five pieces of specific, detailed information in prose passages, charts and schedules for analysis, comparison and contrast.
- Can read printed or legible handwritten notes, memos, letters, schedules and itineraries.
- Can get new information about familiar topics from reading mostly factual texts with clear organization, and within familiar background knowledge and experience.
- Language of the text is mostly concrete and factual, with some abstract, conceptual and technical vocabulary items, and may require low-level inference to comprehend it (e.g., learner may guess some new words by recognition of prefixes and suffixes).
- Uses a concise unilingual ESL/EFL learner dictionary regularly.

Performance Conditions

- Text is up to one page long and related to a personal or common experience, or a familiar context.
- Text is legible, easy to read; is in print or neat handwriting.
- Instructions are clear and explicit, for everyday situations, used with some visual clues, but not always presented in a step by step form.
- Context is relevant and familiar.
- Pictures occasionally accompany text.
- Text has clear organizational structure.
- Types of texts: forms, tables, schedules, directories, calendars, notices and announcements.
- Text is three to five paragraphs long, with clear organization; is in printed or electronic form.
- Passages are in plain language, with occasional idioms.
- Language is mostly concrete and literal, but may also be abstract and technical.
- Context and topic are often familiar; are sometimes related to personal experience; and are partly predictable to learner.
- Text types: newspaper articles, educational/content materials, stories, encyclopedia entries.

READING BENCHMARK 6: Developing intermediate proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction texts • Identify factual details in moderately complex notes, e-mail messages, letters and announcements containing cancellations of arrangements, apologies.	**C, S, W** Obtain information from authentic notes, e-mail messages and letters; identify correctly specific factual details and inferred meanings (e.g., circle or check items, fill in blanks). **C, S** Obtain information from social announcements, reports and other social texts in the newspaper.	• Identifies specific factual details and inferred meanings in the texts. • Identifies purpose of text. • Identifies reader-writer relationship, attitude of writer and context.
II. Instructions • Follow a set of common everyday instructions (up to 10 steps) when not presented completely in point form: sequence/order must be inferred.	*Before depositing the slip in the deposit box, check if it is signed. The appliance must be disconnected prior to opening the cover.* **C, W** Explain instructions of use and warnings printed on the labels of common commercial/industrial chemical products (e.g., dishwasher detergent).	• Follows instructions as required. • Carries out task.
III. Business/service texts • Identify factual details and some inferred meanings in moderately complex texts containing advice, requests, specifications. • Find two or three pieces of information in moderately complex formatted texts.	**C** Explain the details in notices, announcements and newspaper coverage of public health issues (e.g., such as a disease). **S** Scan a page in a continuing education community courses calendar; locate two to three pieces of information, that match the requirements in another text.	• Identifies main intent, main idea, factual details and some inferred meanings in the texts. • Identifies writer's purpose/intent/attitude. • Identifies communicative value of text, and its parts. • Finds specific two or three pieces of information by scanning five to 10 paragraphs, extensive directories or forms.
IV. Informational texts • Show comprehension of a one-page moderately complex descriptive/narrative text on a familiar topic. • Demonstrate comprehension of a cycle diagram, flow chart and a time line/schedule. **Information literacy/reference and study skills competencies** • Access/locate/compare two or three pieces of information in a CD-ROM electronic reference source.	**C, S, W** Read a report, interview, news item or a story, that includes explanations and examples. Identify seven out of 10 important points. Retell the text in own words. **S** Explain how something works (in nature or man-made) based on a text; relate the sequence of steps or stages in a cycle or process described in the text. • Use the information from a time line/schedule chart to solve a simple scheduling problem. • Access, locate and compare/contrast two or three pieces of information in a CD-ROM electronic reference source (e.g., dictionaries, encyclopedias, atlases).	• Identifies factual details and inferred meanings in text as required (70-80%). • Identifies/states main idea and key details. • Retells or summarizes the story. • Relates sequence of steps in a cycle. • Guesses meaning of words and expressions from textual clues. • Predicts what will happen next in the text. • Interprets a cycle diagram and a time line/schedule chart. • Accesses, locates and compares two or three pieces of information in a CD-ROM electronic reference source.

C: Community/**S**: Study/**W**: Workplace

Global Performance Descriptor

- Learner can follow main ideas, key words and important details in an authentic one- or two-page text on a familiar topic within a predictable, practical and relevant context.
- Can locate and integrate, or compare/ contrast two or three specific pieces of information in visually complex texts (e.g., tables, calendars, course schedules, phone directories, almanacs, cookbooks) or across paragraphs or sections of text.
- Language is concrete and abstract, conceptual and technical. Text contains facts and opinions; some information is explicit and some is implied. Low-level inference is required in comprehending the text. Linguistic and stylistic means of expression in some texts can be complex in range and demanding to follow.
- Learner uses a unilingual dictionary when reading for confirmation of and precision in interpretation.
- Reads in English for information, to learn the language and to develop reading skills, but also begins to read very simple adult fiction for pleasure.

Performance Conditions

- Text is one page, five to 10 paragraphs long and related to personal experience or familiar context.
- Text is legible, easy to read; is in print or neat handwriting.
- Instructions are clear and explicit, but not always presented step by step.
- Context is relevant and usually familiar.
- Pictures may accompany text.
- Text has clear organization.
- Text content is relevant for learners (e.g., public notices, business letters, form letters).
- Text is one or two pages, five to 10 paragraphs long, with clear organization; is in printed or electronic form.
- Language is concrete and abstract, conceptual and technical.
- Context and topic are partly predictable for learner.
- Text types: newspaper articles, stories, encyclopedia entries and reports.

READING BENCHMARK 7: Adequate intermediate proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction texts • Identify factual details and inferred meanings in moderately complex notes, e-mail messages and letters expressing appreciation, complaint, hope, satisfaction, dissatisfaction.	**C, S, W** Read authentic notes, e-mail messages and letters expressing gratitude and appreciation, complaint, hope, disappointment, satisfaction and dissatisfaction. Answer comprehension questions as required in the task.	• Identifies specific factual details and inferred meanings in the texts. • Identifies purpose of texts. • Identifies reader-writer relationship, attitude of writer and context.
II. Instructions • Follow a set of written instructions on 10- to-13-step everyday procedures related to simple technical and non-technical tasks. • Follow everyday instructional texts.	**C** Follow written instructions, including diagrams, on how to apply the Heimlich manoeuvre. **C, S** Based on information in a continuous (prose) text about cooking a meal, correctly sequence the recipe (10 to 13-steps).	• Follows instructions. • Carries out task.
III. Business/service texts • Identify factual details and some inferred meanings in moderately complex texts containing assessments, evaluations, advice. • Locate three or four pieces of information in moderately complex formatted texts.	**C** Obtain information from public health advisories, municipal notices, violation notices and penalty payment forms, community newsletters and bulletins. Decide on action. **C, S,** Find information in calendars from adult education institutions. **C, S, W** Read a performance evaluation. Answer comprehension questions as required in the task.	• Identifies main intent, main idea, factual details and some inferred meanings in the texts. • Identifies writer's purpose/intent/attitude. • Identifies communicative value of text and its parts. • Locates three or four pieces of specific information in extensive and visually complex directories.
IV. Informational texts • Demonstrate comprehension of a one- or two-page moderately complex extended description, report or narration on a familiar topic. • Demonstrate comprehension of moderately complex tables, graphs, diagrams, and flow charts. **Information literacy/reference and study skills competencies** • Access and locate three or four pieces of information in on-line electronic reference sources (e.g., World Wide Web, library databases), if available, or from print reference sources.	**S** Paraphrase main points of a story that includes a scenario. • Correctly sequence all steps in a cycle or process described in a text. • Predict how something (e.g., a machine, design, arrangement, law) would work based on information in text. • Interpret/explain information in a moderately complex diagram in a basic science text. • Access and locate three or four pieces of information in on-line electronic reference sources (e.g., World Wide Web, library databases), if available, or in print reference sources (e.g., World Almanac or a technical encyclopedia).	• Identifies factual details and inferred meanings in text (70-80%). • Identifies main ideas and key details. • Identifies organization of text and relationship links between paragraphs. • Identifies rhetorical discourse markers of chronological order, comparison and contrast. • Follows sequence of narration. • Guesses meaning of words. Distinguishes facts from opinions. • Classifies/categorizes/defines concepts based on information. • Expresses information contained in a graph as text. • Accesses/locates three or four pieces of information in a CD-ROM electronic reference source, if available. • Accesses/locates three or four pieces of information in print reference sources.

C: Community/**S**: Study/**W**: Workplace

Global Performance Descriptor

- Learner can follow main ideas, key words and important details in an authentic two- to three-page text on a familiar topic, but within an only partially predictable context.
- May read popular newspaper and magazine articles and popular easy fiction as well as academic and business materials.
- Can extract relevant points, but often requires clarification of idioms and of various cultural references.
- Can locate and integrate several specific pieces of information in visually complex texts (e.g., tables, directories) or across paragraphs or sections of text.
- Text can be on abstract, conceptual or technical topics, containing facts, attitudes and opinions. Inference may be required to identify the writer's bias and the purpose/function of text.
- Learner reads in English for information, to learn the language, to develop reading skills.
- Uses a unilingual dictionary when reading for precision vocabulary building.

Performance Conditions

- Text is one page, five to 10 paragraphs long and is related to personal experience or familiar context.
- Text is legible, easy to read; is in print or neat handwriting.
- Instructions are clear and explicit, but not always presented step by step.
- Pictures may accompany text.
- Context is relevant, but not always familiar and predictable.
- Text has clear organization.
- Text content is relevant (e.g., commercials/advertising features, business/form letters, brochures.)
- Informational text is eight to 15 paragraphs long with clear organization in print or electronic form.
- Pictures often accompany text.
- Language is both concrete and abstract, conceptual and technical.
- Text types: news articles, stories, short articles, reports, editorials, opinion essays.

READING BENCHMARK 8: Fluent intermediate proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction texts • Obtain factual details and inferred meanings in moderately complex notes, e-mail messages and letters containing general opinions and assessments of situations, response to a complaint and expressions of sympathy.	**C, S, W** Read authentic notes, e-mail messages and letters (personal and public) containing general opinions, assessments of current affairs, response to a complaint/conflict, or expression of sympathy. Identify correctly specific factual details/inferred meanings.	• Identifies specific factual details and inferred meanings in text. • Identifies purpose of text, context of the situation, reader-writer relationship. • Identifies mood/attitude of writer and register of the text.
II. Instructions • Follow an extended set of multistep instructions for established process. • Follow coherent extended instructional directions.	**C, W** Explain how to assemble a simple object, according to written instructions and diagrams. • Follow instructions for CPR and what to do in case of a serious injury in a car accident.	• Follows an extended set of multistep instructions for an established process or procedure. • Completes tasks.
III. Business/service texts • Identify factual and inferred meanings in written proposed solutions, recommendations and proposals; and in statements of rules, regulations, laws and norms of behaviour. • Locate and integrate three or four pieces of information contained in moderately complex formatted texts.	**W** Interpret selections from texts about safety precautions at a workplace (e.g., WHMIS: Workplace Hazardous Materials Information System), by locating and integrating three to four pieces of information from the text. **C, W** Read and explain a written declaration of the rights and responsibilities of a client, customer, patient, student.	• Identifies main intent, main idea, factual details and some inferred meanings in the texts. • Identifies writer's purpose/intent/attitude. • Identifies communicative value of text, and its parts. • Finds and integrates three or four pieces of specific information in extensive and visually complex directories.
IV. Informational texts • Demonstrate comprehension of factual details and inferred meanings in an extended description, report or narration when events are reported out of sequence. Draw conclusions. • Express in alternate forms verbal ideas and graphics contained in charts, graphs. **Information literacy/reference and study skills competencies** • Access/locate several pieces of information in on-line electronic reference sources.	**S** Identify main ideas of a five to 10 paragraph text about a current event; summarize the text into 150 to 200 words. • Based on the information, hypothesize how something may work or may have worked. • Based on the information, complete an unfinished classification/categorization diagram. • Interpret orally or in written text a process flow chart related to basic science or social science. **C, S, W** Access/locate several pieces of information in on-line electronic reference sources	• Identifies factual details and inferred meanings in text (70-80%). • Identifies main idea. • Identifies organization of text, topic sentences and logical relationship links between paragraphs. • Follows the sequence of narration or process even when events are out of sequence. • Distinguishes facts from opinions. • Extracts detailed information. • Infers meaning of words from context clues. • Hypothesizes how something works. • Evaluates ideas in text, draws conclusions and expresses own opinion. • Interprets key information in a diagram or graph as verbal text; transfers key ideas diagrammatic display. • Accesses/locates several pieces of information in on-line electronic reference sources. • Uses effective search strategy and tools.

C: Community/**S**: Study/**W**: Workplace

Performance monitoring, evaluation and the Benchmark achievement report

Given the possibility of error in evaluation, a mark for achieving the benchmark criterion in reading is set at 70-80%, rather than at 100%.

The figure below shows the level descriptors in evaluating effectiveness of comprehension in reading performance.

1	Fewer than 50% of the items	Performance not successful relative to task requirements; learner responds correctly to fewer than 50% of the items (comprehension questions)
2	Fewer than 70% of the items	Performance marginally successful relative to task requirements; learner responds correctly to fewer than 70% of the items (comprehension questions)
3	70-80% of the items	Performance successful relative to task requirements; learner responds correctly to 70-80% of the items (comprehension questions)
4	More than 80% of the items	Performance very successful relative to task requirements; learner responds correctly to more than 80% of the items (comprehension questions)

Satisfactory performance (a pass) in a Benchmark competency is represented as mark (rating level) 3.

Monitoring, evaluating and reporting Benchmark achievement

Benchmark achievement report:	Ratings	Ratings for levels of performance:
❑ Social interaction texts	_____	1 - unable to achieve yet
❑ Instructions	_____	2 - needs help
❑ Business/service texts	_____	3 - satisfactory Benchmark achievement: pass
❑ Informational texts	_____	4 - more than satisfactory achievement

Learners must achieve all competency objectives to obtain the Benchmark credential.

STAGE II:
Intermediate Proficiency

Writing Benchmark

BENCHMARKS 5 - 8

Global performance descriptors

B. 5: Initial intermediate proficiency

- Learner demonstrates initial ability in performing moderately complex writing tasks.
- Can effectively convey an idea, opinion, feeling or experience in a simple paragraph.
- Can write short letters and notes on a familiar topic.
- Can fill out extended application forms.
- Can take simple dictation with occasional repetitions at a slow to normal rate of speech. Can reproduce in writing simple information received orally or visually.
- Can write down everyday phone messages.
- Can complete a short routine report (usually on a form) on a familiar topic.
- Demonstrates better control over writing when reproducing information (e.g., writing down notes, messages and paraphrasing). When creating own text, learner's linguistic means of expression remain simple, with frequent difficulty with complex structures and awkward sounding phrases (word combinations).

B. 6: Developing intermediate proficiency

- Learner demonstrates developing ability in performing moderately complex writing tasks.
- Can effectively convey familiar information in familiar standard formats.
- Can write one- or two-paragraph letters and compositions.
- Can fill out detailed job application forms with short comments on previous experience, abilities and strengths.
- Can reproduce information received orally or visually, and can take simple notes from short oral presentations or from reference materials.
- Can convey information from a table, graph or chart in a coherent paragraph.
- Can write down everyday phone messages.
- Demonstrates good control over simple structures, but has difficulty with some complex structures and produces some awkward sounding phrases (word combinations).

B. 7: Adequate intermediate proficiency

- Learner demonstrates adequate ability in performing moderately complex writing tasks.
- Can write personal letters and simple routine business letters.
- Can construct coherent paragraphs on familiar concrete topics, with clear main ideas and some supporting details, and with a developing sense of audience.
- Can join two or three paragraphs into a larger text.
- Demonstrates mostly satisfactory control over complex structures, spelling and mechanics. Learner often produces written discourse patterns typical of his or her first language: text structure beyond a paragraph may sometimes seem "foreign" to an English-speaking reader.
- Can take notes from clear pre-recorded phone messages and oral presentations. A more personal creative expression in writing may reveal the use of "over-elaboration," literal translation, false cognates and circumlocution — strategies to express oneself more fully in view of limited language skills.

B. 8: Fluent intermediate proficiency

- Learner demonstrates fluent ability in performing moderately complex writing tasks.
- Can link sentences and paragraphs (three or four) to form coherent texts to express ideas on familiar abstract topics, with some support for main ideas, and with an appropriate sense of audience.
- Can write routine business letters (e.g., letters of inquiry, cover letters for applications) and personal and formal social messages.
- Can write down a set of simple instructions, based on clear oral communication or simple written procedural text of greater length.
- Can fill out complex formatted documents.
- Can extract key information and relevant detail from a page-long text, and write an outline or a one-paragraph summary.
- Demonstrates good control over common sentence patterns, coordination and subordination, and spelling and mechanics. Has occasional difficulty with complex structures (e.g., those reflecting cause and reason, purpose, comment), naturalness of phrases and expressions, organization, and style.

What may need to be taught or learned to achieve Writing Benchmark Competencies at Stage II

Strategies to develop:

- linguistic and textual skills in creating written text, including grammatical accuracy and cohesion, vocabulary, organization, rules of spelling, punctuation, capitalization, paragraphing;
- an expanded range of language (e.g., concrete, abstract, idiomatic and technical) and skill for composing formal and informal, personal and social messages: to relate/narrate a story or event; to report personal and factual information; to describe people, objects, situations, daily routines, processes or phenomena; to express ideas, opinions and feelings about familiar topics and issues; to inquire and respond to inquiries; to argue a point;
- writing as a process: pre-writing (e.g., generating ideas, concept-mapping), drafting a composition and re-writing (e.g., revising and proofreading for spelling, punctuation, grammar);
- ability to write a paragraph/a sequence of paragraphs; knowledge of paragraph structure/form and relationships between paragraphs (e.g., opening/introduction, development/body, conclusion/closing; using discourse indicators and patterns signalling such meanings as chronological sequence, comparison and contrast, cause and effect, or illustration by example);
- ability to reproduce and reduce information (e.g., to paraphrase, summarize, outline in point form); techniques for taking messages and notes, and for completing a variety of forms and/or other documents;
- knowledge of effective and conventional written formats for various purposes (e.g., formats of personal and business letters, memos, reports, e-mail messages and notes);
- content knowledge for specific tasks (e.g., for academic writing tasks in literature or science; for business/work writing tasks);
- keyboarding and word-processing skills for composing, revising, editing, formatting and printing a text; and
- appreciation of creating rhymes, stories, journals, letters and e-mails for socializing and enjoyment.

Background knowledge required for successful performance of a writing task:

- knowledge of text purpose, audience, context, content/topic and related vocabulary, and of the appropriate text format;
- specific background knowledge for a task (e.g., learners may require specific information about an appropriate document format, formal writing conventions and standard phrases in formal job search correspondence);
- some learners may also require specific information about the significance of the idea of "selling" one's best qualities without feeling immodest while searching for a job; and
- themes and topics may include basic concepts and applications of numeracy, science, technology, social issues, Canadian citizenship, literature, the media, health, education, jobs and occupations, and financial and consumer services.

Global Performance Descriptor

- Learner demonstrates initial ability in performing moderately complex writing tasks.
- Can effectively convey an idea, opinion, feeling or experience in a simple paragraph.
- Can write short letters and notes on a familiar topic.
- Can fill out extended application forms.
- Can take simple dictation with occasional repetitions at a slow to normal rate of speech.
- Can reproduce in writing simple information received orally or visually.
- Demonstrates better control over writing when reproducing information (e.g., writing down notes, messages and paraphrasing).
- When creating own text, learner's linguistic means of expression remain simple, with frequent difficulty with complex structures and awkward sounding phrases (word combinations).
- Can write down everyday phone messages.
- Can complete a short routine report (usually on a form) on a familiar topic.

Performance Conditions

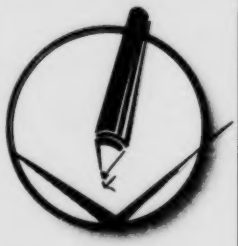
- Circumstances range from informal to more formal occasions.
- Addressees are familiar.
- Topics are of immediate everyday relevance.
- Letter is one paragraph long.
- Note is short (four to six clauses).
- Texts may be short oral texts on concrete factual matters with five to seven details.
- Information to reproduce is up to one page long, with easy layout; is in legible handwriting or print.
- Forms are moderately complex in format, 20 to 30 items long.
- Messages are three to five sentences long.

WRITING BENCHMARK 5: Initial Intermediate Proficiency

Competency Outcomes and Standards

What the person can do	Examples of tasks and texts	Performance indicators
I. Social interaction • Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to invitations, quick updates, feelings.	**C, S, W** Write a formal invitation for a special group function (club picnic, BBQ, potluck, etc.). Include clear directions to the location. **C, S** In a 100- to 150-word letter to your friend, describe how you feel about your new home town (province, country).	• Conveys the message; reader can follow the text. • Uses language and content that are appropriate and relevant to the occasion. • Uses simple grammar structures, punctuation and spelling; makes only a few errors. • Conveys main ideas and supports them with detail in a basic paragraph structure.
II. Reproducing information • Take live phone messages, voice mail messages or pre-recorded information with five to seven details. • Reduce a page of information to a list of seven to 10 important points.	*Bob will call Monday, February 1st at 11 pm. Bus #47 to University; walk two blocks north; turn left to get to 112 Avenue to Mary's.* **C, S, W** Take a message over the phone clearly and accurately. • Take clear notes from a short pre-recorded company message about job openings and application procedures, including minimum requirements.	• Writes down messages or reduces written information to important points with accurate details. • Conveys clear message to recipient. • Records names, addresses, numbers, dates, times, directions and other details with correct spelling and in legible handwriting or print.
III. Business/service messages • Convey business messages as written notes. • Fill out forms.	**C** Fill out application form for power, water or telephone service. **W** Fill out a worker's accident report form. • Conveys a clear message to the recipient.	• Conveys a sense of audience in language and format. • Demonstrates good use and control of simple structures, vocabulary, spelling and punctuation (few errors). • Fills out form with required information. • Spells and follows punctuation conventions.
IV. Presenting information and ideas • Write a paragraph to relate/narrate a sequence of events; to describe a person, object, scene, picture, procedure or routine; or to explain reasons.	**S, W** Write a paragraph describing an event/incident, or telling a story from your experience. **S** Write a paragraph to report the historical trek of an explorer, based on a map or a diagram. **C, S** Write a paragraph for a school newsletter to describe a new community or a newly developed facility that you consider very attractive. **C, S, W** Word-process, revise, edit, format and print texts using a computer, if available.	• Addresses the purpose of the task. • Expresses main idea and supports it with details. • Demonstrates good control of simple grammatical structures. May have difficulty with complex structures. • Demonstrates adequate vocabulary for the topic. • Provides accurate descriptions, explanations or account of events in the report/story sequence. • Provides an introduction, development and conclusion, and an adequate paragraph structure in the text. • Uses appropriate logical connectors (next). • Uses accurate spelling and punctuation. • Writes legibly or prints.

C: Community/S: Study/W: Workplace



Global Performance Descriptor

- Learner demonstrates developing ability in performing moderately complex writing tasks.
- Can effectively convey familiar information in familiar standard formats.
- Can write one- or two-paragraph letters and compositions.
- Can fill out detailed job application forms with short comments on previous experience, abilities and strengths, and form reports.
- Can reproduce information received orally or visually, and can take simple notes from short oral presentations or from reference materials.
- Can convey information from a table, graph or chart in a coherent paragraph.
- Can write down everyday phone messages.
- Demonstrates good control over simple structures, but has difficulty with some complex structures and produces some awkward sounding phrases (word combinations).

Performance Conditions

- Circumstances range from informal to more formal occasions.
- Addressees are familiar.
- Topics are of immediate everyday relevance.
- Text is one or two short paragraphs.
- Text to reproduce is up to one or one and one-half pages in legible handwriting or print, or may be a short oral text (10 to 15 minutes).
- Texts are varied and may be of a specialized or technical nature.
- Learner may fill out a teacher-prepared summary grid to aid note taking or summarizing.
- Forms are moderately complex in format, 30 to 40 items long.
- Messages are five to six sentences or one paragraph long.
- Text is one to two paragraphs long, on a familiar and personally relevant topic.
- Where necessary for the task, learners must include information presented to them from other sources (e.g., photographs, drawings, reference text/ research information, diagrams).

WRITING BENCHMARK 6: Developing intermediate proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction • Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to congratulations, thanks, apology or offer of assistance.	**C, S, W** Write an appropriate personal note to cancel an appointment because something unexpected has happened. Express inability, disappointment. Send your apologies. **C** Write a personal note to thank someone for a special gesture. • Write a personal note to offer assistance to a friend or acquaintance.	• Conveys the message: reader can follow the text. • Uses language and content that are appropriate and relevant to the occasion. • Conveys main ideas and supports them with detail in a basic paragraph structure. • Makes few errors in simple grammatical structures, vocabulary, spelling, punctuation, format/layout.
II. Reproducing information • Take notes from an oral presentation or a page of written information.	**S** Take notes from a 10- to 15-minutes oral/TV presentation on a general topic. Write down key information concisely and accurately. **W** Take notes from an oral presentation on desirable qualifications employers look for in potential employees. **C** Take notes from a talk on newcomer orientation/settlement issues.	• Takes notes and reduces written or oral information to important points with accurate details. • Records names, addresses, numbers, dates, times, directions and other details with correct spelling, and in legible handwriting. • Copies important or new words and details off the board or screen (where relevant).
III. Business/service messages • Convey business messages as written notes. • Fill out moderately complex forms.	**C** Write a short letter of request to have your money returned for a guaranteed product that did not work to your satisfaction. • Fill out a short medical history form. **W** Fill out a one- or two-page straightforward job application.	• Conveys a clear message to the recipient. • Conveys a sense of audience in language and format. • Demonstrates good use and control of simple structures, vocabulary, spelling and punctuation. • Fills out forms with required information. • Spells and follows punctuation conventions.
IV. Presenting information and ideas • Write one or two paragraphs to: relate a familiar sequence of events, tell a story; provide a detailed description and comparison of people, places, objects and animals, plants, materials, or routines; or to describe a simple process.	**S, W** Give a detailed description of a simple process (e.g., the collection, sorting and distribution of mail at Canada Post). **S** Write a detailed story or report an incident based on a series of pictures, a film clip or a personal experience. • Describe and compare two simple science experiments. **C, S, W** Word-process, revise, edit, format, and print texts using a computer, if available.	• Addresses the purpose of the task. • Expresses main ideas and supports them with details. • Demonstrates good control of simple grammatical structures, and some difficulty with complex structures. • Demonstrates adequate vocabulary for the topic. • Provides accurate descriptions, comparisons, account of events in the report/story, sequence of stages in a process. • Provides an introduction, development and conclusion, and an adequate paragraph structure in the text. • Uses appropriate logical connectors. • Demonstrates accurate spelling and punctuation; makes minor errors only. • Presents text in legible handwriting or print.

Global Performance Descriptor

- Learner demonstrates adequate ability in performing moderately complex writing tasks.
- Can write personal letters and simple routine business letters.
- Can construct coherent paragraphs on familiar concrete topics, with clear main ideas and some supporting details, and with a developing sense of audience.
- Can join two or three paragraphs into a larger text.
- Demonstrates mostly satisfactory control over complex structures, spelling and mechanics.
- Learner often produces written presentations of text structure beyond a paragraph, which may sometimes seem "foreign" to an English-speaking reader.
- A more personal creative expression in writing may reveal the use of "over-elaboration," literal translation, false cognates, and circumlocution — strategies to express oneself more fully in view of limited language skills.
- Discourse patterns are typical for first language.
- Can take notes from clear pre-recorded phone messages.

Performance Conditions

- Circumstances range from informal to more formal occasions.
- Addressees are familiar.
- Topics are familiar with immediate everyday relevance.
- Text is one to two short paragraphs.
- Text to reproduce is one to two pages in legible handwriting or print, or may be a short oral text (10 to 15 minutes).
- Texts are varied and may be of a specialized or technical nature.
- Learner may fill out a teacher-prepared summary grid to aid note taking or summarizing.
- Forms are about 40 items/pieces of information long.
- Messages are one or two paragraphs long.
- Learner texts: a memo, a letter of request, a work record log entry.
- Learner text is two or three paragraphs long, on non-personal, abstract but familiar topics and issues.
- Where necessary for the task, learners must include information presented to them from other sources (e.g., photographs).

WRITING BENCHMARK 7: Adequate intermediate proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction • Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to appreciation, complaint, disappointment, satisfaction, dissatisfaction and hope.	**C, S, W** Write an appropriate note or letter to respond to someone's appreciation, complaint, disappointment, satisfaction, dissatisfaction or hope. **C** Write a note to a sick acquaintance to express regret and hope of quick recovery. Offer help.	• Addresses the purpose of the task. • Expresses main ideas and supports them with details. • Conveys a sense of audience: language, format and content are appropriate and relevant. • Demonstrates good use of most complex structures, spelling and punctuation. • Has occasional difficulty with some complex structures. • Demonstrates adequate vocabulary for the topic.
II. Reproducing information • Take notes from pre-recorded longer phone messages on public information lines or voice mail messages with seven to 10 details. • Take notes in point form from an oral presentation. • Write an outline or a summary of a longer text.	*This is Ben Smith calling from Alpha Books. Two of the books that you ordered have arrived. I'm still trying to get more information from Ocean Publishers. Please call me after 3:30 pm to discuss the details if you want. My phone number is 555-2030. Thanks. Bye.* **C, S, W** Write down messages with seven to 10 details. • Listen to the recorded messages on the community information phone lines. Take notes and make a summary.	• Addresses the purpose of the task. • Conveys essential information to the reader. • Reduces information to main points, with accurate supporting details, with no major omissions. • Fills all form sections with required information. • Conveys a sense of audience in language format and content. • Demonstrates good use of complex grammatical structures, vocabulary, spelling and punctuation (few errors). • Presents text in legible handwriting or print.
III. Business/service messages • Convey business messages as written notes to pass on routine information, make requests, or respond to recommendations and warnings. • Fill out moderately complex forms.	**C** Write an appropriate short letter of concern/complaint as a parent to the day-care/after-school care administrator. **S, W** Write a formal letter/memo to your supervisor to request a week off work. • Fill out an application for training.	• Addresses the purpose of the task. • Expresses main ideas and supports them with details. • Conveys a sense of audience: uses appropriate style. • Demonstrates good use of complex structures. • Demonstrates adequate vocabulary for topic. • Provides accurate and detailed descriptions, explanations or account of events in the report/story sequence. • Provides an introduction, development and conclusion, and an adequate paragraph structure in the text. • Presents text as a coherent connected whole with good use of appropriate logical connectors (however, but). • Demonstrates accurate spelling and punctuation; makes minor errors only. • Presents text in legible handwriting or print.
IV. Presenting information and ideas • Write two or three paragraphs to narrate a familiar sequence of events from the past; to tell a story; or to provide a detailed description, comparison.	**C, S** Write a report comparing two education systems. Use a graph, table, chart or diagram as the basis for some of the information. Add a paragraph expressing your preference for one or the other. Give reasons. **S** Describe a process (e.g., the process of photosynthesis). **C, S, W** Word-process, revise, edit, format and print texts.	

Global Performance Descriptor

- Learner demonstrates fluent ability in performing moderately complex writing tasks.
- Can link sentences and paragraphs (three or four) to form coherent texts to express ideas on familiar abstract topics, with some support for main ideas, and with an appropriate sense of audience.
- Can write routine business letters (e.g., letters of inquiry, cover letters for applications) and personal and formal social messages.
- Can write down a set of simple instructions, based on clear oral communication or simple written procedural text of greater length.
- Can fill out complex formatted documents.
- Can extract key information and relevant detail from a page-long text and write an outline or a one-paragraph summary.
- Demonstrates good control over common sentence patterns, coordination and subordination, and spelling and mechanics. Has occasional difficulty with complex structures (e.g., those reflecting cause and reason, purpose, comment), naturalness of phrases and expressions, organization and style.

Performance Conditions

- Circumstances range from informal to more formal occasions.
- Addressees are familiar.
- Topics are of immediate everyday relevance.
- Text is one or two short paragraphs in length.
- Text to reproduce is one or two pages in legible handwriting or print, or may be a short oral text (10 to 15 minutes).
- Texts are varied and may be of a specialized or technical nature.
- Learner may fill out a teacher-prepared summary grid to aid note taking or summarizing.
- Forms have over 40 items/pieces of information.
- Messages are two or three paragraphs in length.
- Brief texts required in pre-set formats are one to several sentences, up to one paragraph long.
- Learner text is three or four paragraphs long, on non-personal, abstract but familiar topics and issues.
- Where necessary for the task, learners must include information presented to them from other sources (e.g., photographs, drawings, reference text/research information, diagrams).

WRITING BENCHMARK 8: Fluent intermediate proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction • Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to sympathy; clarifying a minor conflict; or giving reassurance.	**C, S, W** Write a personal note of sympathy to someone who has experienced a loss. **C, S, W** Write an appropriate note or letter to address or to attempt to explain and resolve a minor conflict.	• Addresses the purpose of the task. • Expresses main ideas and gives details. • Conveys a sense of audience: language, format and content are appropriate. • Demonstrates good use of complex structures. • Demonstrates adequate vocabulary for the topic.
II. Reproducing information • Write instructions about an established process or procedures given in a live demonstration, over the phone or from pre-recorded audio or video material. • Write an outline or a summary of a longer text.	**C, S, W** Listen to oral instructions for, or a demonstration of, a complex recipe. Write accurate, neatly organized notes for other cooks.	• Addresses the purpose of the task. • Conveys essential information to the reader. • Reduces information to main points, with accurate supporting details, with no major omissions of important points or details. • Fills out all form sections with required information. • Conveys a sense of audience in language format and content. • Demonstrates good use and control of complex grammatical structures, vocabulary, spelling and punctuation. • Presents text in legible handwriting or print, with clear layout.
III. Business/service messages • Convey business messages as written notes, memoranda, letters of request, or work record log entries, to indicate a problem, to request a change, or to request information. • Fill out forms and other materials in pre-set formats with required brief texts.	**W** Write an effective personal resume and a formal covering letter/letter of application for employment to a personnel/human resources manager. Ask for an interview. • Fill out application for employment forms of any length. **C, W** Write a report/memo in paragraph form (progress, action plan, incident, inspection, e.g., what has been discovered or why something is not working the way it should).	
IV. Presenting information and ideas • Write three or four paragraphs to narrate a historical event; to tell a story; to express or analyse opinions on a familiar abstract topic; or to provide a detailed description and explanation of a phenomenon or a process. • Write a paragraph to relate/explain information in a table, graph, flow chart or diagram.	**S, W** In a three- or four-paragraph essay/composition, describe how a business (e.g., sawmill, furniture manufacturing plant, farm, bank, store, restaurant, courier service, commercial laundry, hospital kitchen, daycare, etc.) operates. **S** Write a three- or four-paragraph essay/composition on a general, previously researched academic or work-related topic, to relate events, describe, explain, or express opinions or argue a point. • Write a paragraph to relate/explain information in a pie, line or bar graph, or in a process flow chart. Use a flow chart to describe a procedure or a process, in the correct sequence.	• Addresses the purpose of the task. • Expresses main ideas and gives details. • Conveys a sense of audience. • Demonstrates good use of complex structures, with only minor difficulties. • Demonstrates adequate vocabulary. • Provides accurate and detailed descriptions/explanations in the report/story sequence. • Provides an introduction, development and conclusion, and paragraph structure. • Presents text as a coherent connected whole with good use of appropriate logical connectors (at the same time). • Demonstrates accurate spelling and punctuation; makes minor errors only. • Presents text in legible handwriting.

Performance monitoring, evaluation and the Benchmark achievement report

Learner performance is first evaluated globally for its functional effectiveness. Effectiveness is an overall holistic evaluation of the writer's success in communicating as required by the task. It describes whether the global purpose of communication has been achieved.

Learner performance is then evaluated analytically for some "qualitative" aspects of the communication. The analytic criteria will differ according to the situation of language use. The instructors will select criteria appropriate to the Benchmark level and to the nature of the task and its requirements. For example, filling a form with personal information may not involve the criteria of text organization and cohesion; the relevant criteria may include overall effectiveness (e.g., reader can use the information as intended), legibility/mechanics, relevance of content.

The following chart reflects the CLB considerations of the "combined" evaluation of writing performance.

Assessment type	Criteria to consider	Ratings: Levels of Performance	Suggested weight
Holistic	• Overall effectiveness	1 2 3 4	30%
Analytic	• Accuracy of grammar • Adequacy of vocabulary for purpose • Cohesion • Organization of text • Appropriateness of text (style, register, layout, visual presentation) • Legibility/mechanics (handwriting, spelling, punctuation) • Relevance, factual accuracy and adequacy of content	1 2 3 4	70%
Combined			100%

Satisfactory performance (a pass) in a Benchmark competency is represented as mark (rating level) 3.

Monitoring, evaluating and reporting Benchmark achievement

Benchmark achievement report:	Ratings
❑ Social interaction	_____
❑ Reproducing information	_____
❑ Business/service messages	_____
❑ Presenting information/ideas	_____

Ratings for levels of performance:
1 - unable to achieve yet
2 - needs help
3 - satisfactory Benchmark achievement: pass
4 - more than satisfactory achievement

Learners must achieve all competency objectives to obtain the benchmark credential.

Stage III:
Advanced Proficiency

Speaking, Listening,
Reading, Writing

Benchmarks 9 - 12

Stage III:
Advanced Proficiency

Speaking Benchmark

Benchmarks 9 - 12

Global performance descriptors

B. 9: Initial advanced proficiency

- Learner can independently, through oral discourse, obtain, provide and exchange key information for important tasks (work, academic, personal) in complex routine and a few non-routine situations in some demanding contexts* of language use.
- Can actively and effectively participate in 30-minute formal exchanges about complex, abstract, conceptual and detailed information and ideas to analyse, problem-solve and make decisions.
- Can make 15- to 30-minute prepared formal presentations.
- Can interact to coordinate tasks with others, to advise or persuade (e.g., to sell or recommend a product or service), to reassure others and to deal with complaints in one-on-one situations.
- Grammar, vocabulary or pronunciation errors very rarely impede communication.
- Prepared discourse is mostly accurate in form, but may often be rigid in its structure/organization and delivery style.

B. 10: Developing advanced proficiency

- Learner can, through oral discourse, obtain, exchange and present information, ideas and opinions for important tasks (work, academic, personal) in complex routine and some non-routine situations in many demanding contexts of language use.
- Can actively participate in formal meetings, interviews or seminars about complex, abstract, conceptual and detailed topics.
- Can lead routine meetings and manage interaction in a small familiar cooperating group.
- Can make 20- to 40-minute prepared formal presentations.
- Can communicate to present and analyse information and ideas, to argue a point, to problem-solve and to make decisions, to advise/inform or persuade, to give complex directions and instructions, and to socialize/entertain in a formal one-on-one business situation.
- Grammar, vocabulary or pronunciation errors very rarely impede communication.
- Prepared discourse is almost always grammatically accurate and complex, but may lack flexibility in the structure of information, organization and style of delivery in view of purpose and audience.

B. 11: Adequate advanced proficiency

- Learner can, through oral discourse, obtain, exchange and present information, ideas and opinions for complex tasks (work, academic, personal).
- Can satisfy many social, academic or work-related expectations for competent communication.
- Can contribute to extended authentic exchanges (over 60 minutes) about complex, abstract, conceptual and detailed topics, in large formal and unfamiliar groups.
- Can lead routine meetings and manage interaction in large familiar and cooperative groups, and deliver prepared presentations.
- Can skilfully communicate to persuade, to provide basic counselling (e.g., about products, services, programs), to assess needs or evaluate detailed or complex information in a one-on-one routine situation.
- Grammar, vocabulary or pronunciation errors do not impede communication.
- Can demonstrate complex, accurate language form in presentations with good flexibility in the structure of information, organization and delivery style in view of purpose and audience.

B. 12: Fluent advanced proficiency

- Learner can create and co-create oral discourse, formal and informal, general or technical, in own field of study or work, in a broad range of complex situations.
- Satisfy most academic and work-related expectations for competent communication.
- Can deliver public presentations to audiences.
- Can lead formal group discussions, meetings and workshops.
- Can communicate to explain complex ideas to diverse groups, to debate arguments on complex matters, to teach, negotiate and resolve conflict in a variety of situations.
- Discourse is fluent and with native-like idiomaticity.
- Uses language that is complex, accurate and flexible in the manipulation of structure of the information in clauses to express emphasis, comment, attitude.
- Content, organization, format, delivery, tone and conversational style of discussion or presentation are appropriate to purpose and audience.

* Demanding contexts of language use high-stakes or high-risk public contexts (e.g., formal workplace meetings, business presentations, academic and seminars).

What may need to be taught or learned to achieve Speaking Benchmark Competencies at Stage III

Strategies to develop:

- fluency and automaticity in using the full range of grammatical and lexical structures typically occurring in specific topic areas in academic and professional disciplines;
- ability to produce intelligible and communicatively effective pronunciation (segments and prosody);
- ability to produce appropriate and communicatively effective non-verbal behaviour in communication;
- knowledge of situational "scripts" and corresponding oral discourse formats for particular academic, professional/occupational or community events (e.g., a student-professor office meeting, an academic discussion, a business meeting, a public forum debate and specific workplace situations);
- knowledge of sociolinguistic norms and related, culturally determined behaviour and interactional and interpersonal communication skills (e.g., conversation management, giving and receiving compliments or invitations);
- content knowledge, language and discourse formats and processes relating to specific work environments (e.g., the labour market, occupations and professions) and to specific tasks in academic and technical disciplines;
- ability to synthesize and integrate multiple pieces of information (select, evaluate) for a coherent oral presentation;
- relevant metalinguistic and other related knowledge and skills (e.g., how to prepare and deliver a presentation); and
- collaborative team skills and facilitator/leader skills for academic and work purposes (e.g., contributing to and facilitating verbal problem solving and decision making in group settings).

Background knowledge required for successful performance of a speaking task:

- knowledge of the task purpose, audience, context, content/topic and related vocabulary;
- knowledge of the appropriate discourse format and style (genre), and process (e.g., for a formal or informal presentation, discussion, conversation, an inquiry phone call, etc.); and
- knowledge of optimal preparation time.

Global Performance Descriptor

- Learner can independently, through oral discourse, obtain, provide and exchange key information for important tasks (work, academic, personal) in complex routine and a few non-routine situations in some demanding contexts of language use.
- Can actively and effectively participate in 30-minute formal exchanges about complex, abstract, conceptual and detailed information and ideas to analyse, problem-solve and make decisions.
- Can make 15- to 30-minute prepared formal presentations.
- Can interact to coordinate tasks with others, to advise or persuade (e.g., to sell or recommend a product or service), to reassure others and to deal with complaints in one-on-one situations.
- Grammar, vocabulary or pronunciation errors very rarely impede communication.
- Prepared discourse is mostly accurate in form but may often be rigid in its structure/organization and delivery style.

Performance Conditions

- Interaction is with one or more people, face to face or on the phone; often with authority figures, in the academic/workplace contexts.
- Speech is at a normal or fast rate.
- Audience is familiar.
- Setting is formal but familiar.
- Topic is abstract and familiar; non-personal.
- Presentation is formal or semi-formal.
- Use of pictures/other visual's.
- Length is 15 to 30 minutes.
- Learner can partially prepare the exchange.
- Considerable level of stress affects performance when verbal interaction may result in personal consequences, depending on the action taken or impression made by the learner.

TEACHER'S NOTES

SPEAKING BENCHMARK 9: Initial advanced proficiency

Competency Outcomes and Standards

What the person can do	Examples of tasks and texts	Performance indicators
I. Social interaction ***Interpersonal competencies*** • Express and respond to expressions of respect, friendliness, distance and indifference.	**C, S, W** Convey appropriately respect, friendliness, distance and indifference in a variety of conversations in a variety of contexts (e.g., social, work-related or academic).	• Expresses and responds to expressions of respect, friendliness, distance and indifference. • Uses non-verbal behaviour. • Chooses expressions appropriate to the level of formality and other features of the situation (e.g., register).
Conversation management • Contribute to/co-manage a discussion or debate in a small formal group (work meeting, seminar).	*Did you say..., or...? I'm not sure I got it right.* *Any other comments from anyone? Did you want to comment, Li? How about you, Mary?*	• Opens, maintains and closes the discussion. • Negotiates discussion points. • Manages conversational direction: establishes topic; takes turns. • Asks others to give, confirm and clarify information, as needed. • Uses a variety of strategies to keep the discussion on track and on topic. • Encourages others to participate.
II. Instructions • Give clear, detailed oral information to someone to carry out complex multi-step instructions for a familiar technical/non-technical process.	**W** Give complex instructions on familiar first aid and emergency procedures in the work place. **C, S, W** Explain to another person the instructions from a system emergency broadcast in case of a natural disaster.	• Gives clear and detailed oral information to someone to carry out. • Conveys the details and the sequence of steps by accurate language form (e.g., structures, vocabulary, sequence markers, accurate stress, etc.). • Listener can follow the instructions.
III. Suasion (getting things done) • Formally raise an issue with an individual or a group in authority. • Present a formal proposal outlining how the concern should be addressed and a persuasive argument to adopt it. • Ask for agreement/commitment.	*I have a concern to discuss. I would like to make an appointment/book a time to do it. When would be a good time?* **W** Discuss a raise or a schedule change with the supervisor. **C** Discuss concerns about your child's progress in school with the child's teacher and school principal. **S** Discuss concerns about your academic progress with the professor. Appropriately argue a grade.	• Indicates knowledge of the laws, rights, Canadian cultural practices of raising issues with authority figures. • Indicates awareness of patterns of persuasion and their acceptability. • Presents a formal proposal on how to deal with an issue. • Presents a persuasive argument to adopt it. Provides required details. • Asks for an agreement/commitment in a convincing and sensitive way.

C: Community/S: Study/W: Workplace

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
IV. Information ***Presentations*** • Give a demonstration, briefing, oral report or position paper. Argue a point.	**S** Give a 20-minute presentation on a research topic in own area of study (e.g., students or professionals in business, finance, law, etc.). Compare two or three perspectives on trade, globalization, world finance institutions (e.g., IMF, World Bank), trade agreements and their influence on various countries. **W** Give a demonstration or a briefing about a program, product, service or issue in own department at a staff meeting or to a familiar small group of clients.	• Addresses the topic: explores several relevant aspects. • Obtains, organizes, states, supports, sequences and connects information and ideas. • Describes, classifies, defines, generalizes, explains, illustrates, exemplifies, summarizes. • Uses appropriate rhetorical discourse markers, phrases and sentences to help the listener follow (e.g., definitions, generalizations, summary, etc.). • Shows awareness of audience. • Responds to comments, questions. • Demonstrates linguistic control; adjusts language for accuracy.
Interaction one-on-one • Provide, obtain and discuss detailed complex information and opinions with individuals in order to coordinate teamwork assignments/tasks. ***Interaction in a group*** • Contribute to a debate, case study discussion with familiar participants in an academic/workplace context.	**C, S** Request/give/exchange complex information on consumer issues (e.g., buying a computer, car, house, etc.). **S** Participate actively, fluently and appropriately in a formal group discussion on a researched/prepared complex issue. **S, W** Make an oral public report about important relevant information acquired at a lecture/conference/workshop.	• Participates in a business meeting/discussion/debate. • Obtains, organizes, presents, exchanges and debates information. • Expresses opinions, feelings, doubts. • Opposes or supports/accepts or rejects a stand, motion, idea, proposed solution. • Uses appropriate non-verbal behaviour. • Initiates questions to gather, analyse and compare information needed for some decision making. • Responds to questions with required information. • Negotiates/clarifies meaning. • Summarizes or repeats back the information. • Summarizes positions/issues. • Demonstrates linguistic control or adjusts language for clarity and accuracy.

C: Community/**S**: Study/**W**: Workplace

Global Performance Descriptor

- Learner can, through oral discourse, obtain, exchange and present information, ideas and opinions for important tasks (work, academic, personal) in complex routine and some non-routine situations in many demanding contexts of language use.
- Can actively participate in formal meetings, interviews or seminars about complex, abstract, conceptual and detailed topics.
- Can lead routine meetings and manage interaction in a small familiar cooperating group.
- Can make 20- to 40-minute prepared formal presentations.
- Can communicate to present and analyse information and ideas, argue a point, problem-solve and make decisions, advise/inform or persuade, give complex directions and instructions, and socialize/entertain in a formal one-on-one business situation.
- Grammar, vocabulary or pronunciation errors very rarely impede communication.
- Prepared discourse is almost always grammatically accurate and complex, but may lack flexibility in the structure of information, organization and style of delivery in view of purpose and audience.

Performance Conditions

- Interaction is with one or more people, face to face or on the phone, often with authority figures, in the academic/workplace contexts.
- Speech is at a normal or fast rate.
- Audience is familiar.
- Topic is abstract, non-personal.
- Presentation is formal or semi-formal. Pictures and other visuals are used.
- Length is 20 to 40 minutes.
- Seminar-style presentation 50%, discussion 50%.
- Learner can partially prepare the exchange.
- Considerable level of stress affects performance when verbal interaction has personal consequences, depending on the action taken or impression made by the learner.

TEACHER'S NOTES

SPEAKING BENCHMARK 10: Developing advanced proficiency

Competency Outcomes and Standards

What the person can do	Examples of tasks and texts	Performance indicators
I. Social interaction ***Interpersonal competencies*** • Respond to perceived hostility, blaming, putdowns, sarcasm, sabotage, condescension/patronizing or lies in social interaction.	**C, S, W** Convey a socioculturally appropriate response to perceived hostility, blaming, putdowns, sarcasm, sabotage, condescension/patronizing, or lies in a variety of conversational tasks simulating various contexts (e.g., work-related, academic or community).	• Responds to perceived hostility, blaming, putdowns, sarcasm, etc. • Uses appropriate non-verbal behaviour. • Chooses expressions appropriate to the level of formality of the situation.
Conversation management • Contribute to/co-manage a discussion or debate in a large formal familiar group.	*We are here to discuss the following points... Teresa, I see you want to speak first. Then I see Tom, and then Khoshaba. Umm, let me think.... You have a good point here, Josh. Can we go back to the main question for now? Can we clarify the last point, please? Does anyone volunteer to sum up the discussion?*	• Opens, maintains and closes the discussion. • Negotiates discussion points. • Manages conversational direction. • Clarifies information, as needed. • Uses a variety of strategies to keep the discussion going and on topic. • Directly includes others.
II. Instructions • Give instructions for carrying out very important procedures; give complex multistep instructions for a familiar process or procedure in a demanding and stressful situation.	**W** Convey to others clearly and precisely instructions received on the phone regarding emergency situations (e.g., fire evacuation, hazardous waste removal). **C, S, W** Give extensive continuous directions with complex navigational detail on how to reach a location, which is remote or difficult to identify.	• Gives clear, complex spoken instructions for a familiar process or procedure in a demanding and stressful situation as required. • Conveys the details and sequence of steps using accurate language form (e.g., structures, vocabulary, sequence markers, accurate stress and intonation). • Listener can follow the instructions.
III. Suasion (getting things done) • Express, ask, appeal for and respond to a promise. • Respond to ingratiation (e.g., flattery, compliments, favours). • Respond to threats (overt and covert).	**S, W** Effectively present your own qualifications in a selection interview; describe area of specialization and work/academic experience in detail. • Express appropriately your future career/employment or academic goals. Express a commitment to convince an employer/grant committee, etc., in your favour.	• Expresses a commitment to persuade persons in authority to accept a proposal or grant an approval. • Responds to threats with socioculturally appropriate verbal and non-verbal behaviour. • Demonstrates awareness of cultural acceptability of ingratiation or threats.

C: Community/**S**: Study/**W**: Workplace

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
IV. Information ***Presentations*** • Give a seminar-style presentation on a researched topic; explain complex concepts and ideas, by using analogy, examples, anecdotes and diagrams.	**S** Give a presentation on a topic in your area of study based on research findings. An example from microbiology (for students or professionals in health sciences, animal science, etc.): Present an overview of recombinant-DNA procedures in genetic engineering and in other biotechnological applications. Explain how to carry out a process, procedure, method or technique (e.g., Southern Blotting, polymerised chain reaction, bioremediation of PCBs, etc.).	• Addresses the topic: explores several relevant aspects. • Obtains, organizes, states, supports, sequences and connects information. • Explores, analyses and evaluates concepts or problems. • Explains by using analogy, examples, anecdotes and diagrams • Uses appropriate discourse markers (e.g., phrases and sentences) to help the listener follow the development, patterns and transition points in the discourse (e.g., definitions, example, etc.). • Shows awareness of audience verbally and non-verbally. • Responds to comments, questions and objections; adds information, elaborates. • Demonstrates linguistic control; adjusts language for clarity and accuracy.
Interaction one-on-one • Provide, obtain and discuss detailed complex information and opinions with an individual in a peer or superior relationship in order to coordinate work, train in established procedures, delegate, solve a problem or conflict, or make a decision. ***Interaction in a group*** • Contribute to a seminar (presentation of research and challenge and defence discussion) with familiar participants. • Contribute to a debate.	**C, S, W** Contribute to a public student debate at your university to support or oppose a current controversy (e.g., that a minority-view student club should be funded by the student union to promote its ideas on campus).	• Participates in a seminar-style or a business-style discussion/debate. • Delays questioning to the discussion stage. • Requests clarification of details. • Inquires about implications and consequences. • Comments on perceived strengths, gaps or weaknesses of the presentation. • Expresses and qualifies opinions, feelings and doubts. • Agrees/disagrees with a stand, motion, idea, proposed solution, point of view. • Uses verbal and non-verbal behaviour appropriate for an academic/professional oral argumentation and challenge and defence discussion in Canada; is aware of differences in cross-cultural perceptions about question asking.

C: Community/**S**: Study/**W**: Workplace

Global Performance Descriptor

- Learner can, through oral discourse, obtain, exchange and present information, ideas and opinions for complex tasks (work, academic, personal) in routine and non-routine situations in demanding contexts of language use.
- Can satisfy many social, academic or work-related expectations for competent communication.
- Can contribute to extended authentic exchanges (over 60 minutes) about complex, abstract, conceptual and detailed topics in public, in large formal and unfamiliar groups.
- Can lead routine meetings and manage interaction in large familiar and cooperative groups and deliver prepared presentations.
- Can skilfully communicate to persuade, provide basic counselling (e.g., about products, services, programs), assess needs or evaluate detailed or complex information in a one-on-one routine situation.
- Grammar, vocabulary or pronunciation errors do not impede communication.
- Can demonstrate complex, accurate language form in presentations with good flexibility in the structure of information, organization and delivery style in view of purpose and audience.

Performance Conditions

- Interaction is with one or more people, face to face or on the phone, often with authority figures, in the academic/workplace contexts.
- Speech is at a normal or fast rate.
- Audience is large and unfamiliar.
- Topic is abstract, non personal.
- Presentation is formal or semi-formal.
- Pictures and visuals are used.
- Length is 30 to 40 minutes.
- Small lecture-style class (80% for presentation, 20% for discussion).

TEACHER'S NOTES

SPEAKING BENCHMARK 11: Adequate advanced proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction ***Interpersonal competencies*** • Express and respond to negative value judgements/criticism.	**C, S, W** Express diplomatically criticism in simulated work-related, academic or community/civic contexts (e.g., a job performance evaluation). • Interact appropriately in a simulated situation of criticism; respond to negative feedback from co-workers or classmates; justify own position.	• Expresses and responds to criticism according to the sociocultural demands of the situation. • Uses a range of polite expressions in verbal/non-verbal behaviour when expressing negative value judgements and emotions. • Uses intonation, pitch and tone of voice to express desired meanings.
Conversation management • Lead/chair a discussion or a debate in a formal group. • Recognize and prevent conflict-escalating language behaviour by reframing negative statements.	**C, S, W** Lead/chair a discussion or a teleconference call; keep the discussion on topic and moving; help the group reach an agreement/clarity/goal (e.g., to which charity to donate funds and how much).	• Starts and concludes discussion, observing time limits. • Controls the participants; manages the agenda. • Adjusts own conversational and turn-taking style to that of others. • Catches and repairs communication problems. • Reframes negative statements into positively termed underlying wants and interests of the speakers.
II. Instructions • Give effective instructions on complex unfamiliar work procedures and technical and non-technical unfamiliar processes in a demanding and stressful situation.	**S, W** Give complex and detailed instructions on lab, experimental procedures, research assignments. • Give complex instructions on work procedures, maintenance, set-up and operation of equipment.	• Gives comprehensive spoken instructions. • Conveys the details and the sequence of steps by accurate language form. • Checks to confirm understanding. • Listener can follow the instructions.
III. Suasion (getting things done) • Negotiate a "mutual interests" solution to a problem. Get a concession from the other party through logical argumentation.	**S, W** Negotiate a concession from a supervisor, boss, professor through logical argumentation.	• Uses persuasive techniques to obtain agreement for ideas (e.g., evidence, logical argument, ethical and emotional appeals). • Negotiates a concession, solution. • Provides required details.

C: Community/**S**: Study/**W**: Workplace

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
IV. Information ***Presentations*** • Give a small lecture-style expository or argumentative presentation on a researched topic. • Explore and explain complex concepts by using concrete details, statistics, testimony and graphic illustrations. • Give effective presentations that meet the needs of diverse audiences.	**S** Give a presentation on a topic in own area of study based on research findings. An example from political science (for students or professionals in political science, law, administration, economics, liberal arts): Present an overview of perspectives on the Canadian legislative system and policy making, focusing on executive-legislative relations. • Develop an argument for a set of reforms to restructure the role of politicians in policy making.	• Addresses the topic. • Organizes, sequences complex information. • States the thesis/proposition. • Develops a logical line of argumentation. • Explores pro and con arguments. • Makes the logical relationships between parts of the discourse. • Explains by using details, scenarios, reasons, cause and effect, statistics, testimony, pictures, graphs, etc. • Shows awareness of audience and purpose, verbally and non-verbally. • Responds to comments, questions and objections; adds information, elaborates. • Demonstrates very good control, flexibility and range of linguistic form, with only minimal grammatical errors or awkward lexical phrases.
Interaction one-on-one • Exchange/discuss detailed complex information to solve a problem, make a decision, supervise, motivate, discipline or evaluate performance. ***Interaction in a group*** • Contribute to a seminar, symposium or conference colloquium with unfamiliar participants.	**S** Discuss/debate prepared "academic controversy" material in a tutorial/ seminar. **W** As a supervisor, discuss formally detailed performance evaluation information with an employee. • As an employee, discuss formally detailed performance evaluation information with a supervisor.	• Uses questioning to obtain information. • Expresses and qualifies opinions, feelings, doubts. • Opposes or supports a proposed solution. • Clarifies the issues of the discussion/ debate. • Helps brainstorm, reach a consensus, decision, solution to a problem. • Sums up the consensus, decision, solution reached (or not reached) by the group. • Uses appropriate non-verbal behaviour.

C: Community/**S**: Study/**W**: Workplace

Global Performance Descriptor

- Learner can create and co-create oral discourse, formal and informal, general or technical in own field of study or work, in a broad range of complex situations in demanding contexts of language use.
- Satisfies most academic and work-related expectations for competent communication.
- Can deliver public presentations to audiences, which may be unfamiliar, uncooperative or challenging.
- Can lead formal group discussions, meetings and workshops.
- Can communicate to explain complex ideas to diverse groups, debate arguments on complex matters, teach, train, motivate, counsel or guide, mediate, negotiate, and resolve conflict in a variety of situations.
- Discourse is fluent and with native-like idiomatic usage.
- Language is complex, accurate (free from non-native-like errors in grammar), flexible in the manipulation of structure of information in clauses to express emphasis, comment, attitude, and in the use of "productive features" of English for creative, personal expression.
- Content, organization, format, delivery, tone and conversational style of discussion or presentation are appropriate to purpose and audience.

Performance Conditions

- Interaction is with large formal groups, face to face or on the phone; often with authority figures, in the academic/workplace/civic contexts.
- Speech is at a normal or fast rate.
- Audience exhibits various characteristics (familiar/unfamiliar; large/small; supportive/hostile, etc.).
- Various audiences need purposes of discussion.
- Classes are regular lecture style (100% presentation/no discussion).
- Uses fluent discourse with complex language in all situations.

TEACHER'S NOTES

SPEAKING BENCHMARK 12: Fluent advanced proficiency

Competency Outcomes and Standards

What the person can do	Examples of tasks and texts	Performance indicators
I. Social interaction ***Interpersonal competencies*** • Express welcome, recognition, validation/acknowledgement/encouragement of individuals or groups, privately and in public, formally and informally.	**C, S, W** Open formal proceedings, a conference, workshop, symposium, open house. • Welcome guests/participants, establish a climate of motivation, respect and friendly collaboration.	• Expresses welcome, recognition and similar functions. • Uses intonation, pitch and volume/tone of voice and non-verbal behaviour for greater impact.
Conversation management • Lead/chair formal meetings, discussions or debates for a variety of groups.	**C, S, W** Chair a formal meeting using parliamentary procedures.	• Establishes a climate for collaboration in group interaction. • Starts and concludes, observing time limits. • Calls to order. • Keeps to the agenda. • Controls the participants with appropriate strategies. • Handles motions and voting on items. • Repairs communication problems. • Reframes negative statements into positively termed interests to diffuse conflict.
II. Instructions • Give effective instruction to instil understanding of a complex technical subject matter.	**S, W** Give effective instruction to others in own area of expertise (e.g., how to deal with conflicts; how to do complex calculations for highly technical tasks).	• Gives clear instruction as required. • Checks to confirm understanding.
III. Suasion (getting things done) • Negotiate a contract/agreement. • Manage and mediate a conflict/dispute between others.	**W** Mediate and help resolve a conflict between two neighbours over loud music. • Mediate and help resolve a conflict between two employees over schedules/equal workload/vacation periods.	• Chooses the right type of approach (mutual interests negotiation). • Uses persuasive techniques to obtain agreement or acceptance for ideas. • Negotiates a contract or agreement. • Moves opponents to resolve conflict.

C: Community/S: Study/W: Workplace

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
IV. Information ***Presentations*** • Give a regular lecture-style presentation to explore, explain and hypothesize about causal and logical relationships between facts, phenomena, events. • In a style and format appropriate to audience and purpose, give a presentation of complex information and ideas that includes an evaluation/critique, recommendations, demands and appeals.	**S, W** Give a presentation that analyses, compares and evaluates other people's discourse (e.g., writing or speeches; contemporary or classical). • Explore, explain and hypothesize about relationships between the development of positions and biases of the speakers/writers, their assumptions, values and motives, and the contemporary sociocultural context. • Give a presentation that ends with an inspirational or emotional appeal, quotation, question or challenge for the audience.	• Addresses the topic. • Uses appropriate expository discourse; makes explicit the logical relationships between parts of the discourse. • States the thesis/proposition. • Develops a logical line of argumentation. • Explores causal and logical relationships between facts, phenomena, events; explores pro and con arguments, hypothesizes, draws conclusions. • Presents an evaluation/critique, recommendations and appeals. • Shows awareness of audience and purpose, verbally and non-verbally. • Responds to comments, questions and objections; adds information, elaborates. • Demonstrates excellent control and flexibility using a complex range of linguistic form.
Interaction one-on-one • Exchange detailed information/opinions with individuals to advise, and counsel, or collaborate in creating complex unique projects. ***Interaction in a group*** • Facilitate a discussion, seminar/formal meeting etc. Help participants clarify issues and reach set goals.	**S, W** Facilitate a working group discussion: establish goals and objectives and facilitate the process. **S** Counsel/support an individual in a personal or academic/work-related crisis when requested and appropriate. **W** Communicate with a number of individuals to design/create a complex unique project.	• Focuses and motivates individuals or groups to contribute, collaborate and reach set goals. • Elicits information, views and opinions. • Helps clarify issues and ideas. • Helps to brainstorm, reach a consensus, decide on a solution to a problem or a perspective. • Communicates/discusses complex ideas with various individuals.

C: Community/**S**: Study/**W**: Workplace

Performance monitoring, evaluation and the Benchmark achievement report

Learner performance is first evaluated globally for its functional effectiveness. Effectiveness is an overall holistic evaluation of the speaker's success in communicating as required by the task. It describes whether the global purpose of communication has been achieved.

Then, learner performance is evaluated analytically for some "qualitative" aspects of the communication. The analytic criteria will differ according to the situation of language use. The instructor selects criteria appropriate to the Benchmark level and to the nature of the task and its requirements. For example, in using greetings and courtesy formulas, the relevant criteria are appropriateness and intelligibility. Other speaking tasks may require the criteria of accuracy (e.g., grammar, vocabulary), relevance, fluency, etc.

The following chart reflects the CLB considerations of the "combined" evaluation of speaking performance.

Assessment type	Criteria to consider	Ratings: Levels of Performance	Suggested weight
Holistic	• Overall effectiveness	1 2 3 4	30%
Analytic	• For monologic-type tasks, choose: • Accuracy of grammar • Adequacy of vocabulary for purpose • Intelligibility of speech • Appropriateness • Organization of discourse/coherence • Fluency • Relevance and adequacy of content • For international tasks, add: conversation management • Negotiation of meaning	1 2 3 4	70%
Combined			100%

Satisfactory performance (a pass) in a Benchmark competency is represented as mark (rating level) 3.

Monitoring, evaluating and reporting Benchmark achievement

Benchmark achievement report:	Ratings	Ratings for levels of performance:
❑ Social interaction	_____	1 - unable to achieve yet
❑ Instructions	_____	2 - needs help
❑ Suasion (getting things done)	_____	3 - satisfactory Benchmark achievement: pass
❑ Information	_____	4 - more than satisfactory achievement

Learners must achieve all competency objectives to obtain the benchmark credential.

STAGE III:
Advanced Proficiency

Listening Benchmark

BENCHMARKS 9 - 12

Global performance descriptors

B. 9: Initial advanced proficiency

- Learner can obtain key information for important tasks (work, academic, personal) by listening to 15- to 30-minute complex authentic exchanges and presentations in some demanding contexts of language use.
- Can follow a broad variety of general interest and technical topics in own field, including unfamiliar topics on abstract conceptual or technical matters, when discourse has clear organizational structure and clear discourse transition signals, and is delivered in a familiar accent.
- Sufficiently grasps the meaning to paraphrase or summarize key points and important details.
- Sometimes may miss some details or transition signals and is temporarily lost.
- Often has difficulty with interpreting verbal humour, low-frequency idioms and cultural references.
- Able to infer speaker's bias and purpose, and some other attitudinal and sociocultural information.

B. 10: Developing advanced proficiency

- Learner can obtain complex detailed information, ideas and opinions needed for important tasks (work, academic, personal) from multiple sources by listening to 30- to 60-minute complex authentic exchanges and presentations in demanding contexts of language use.
- Can follow formal and informal discourse on most general interest and technical topics in own field, delivered at a normal rate of speech.
- Only occasionally misses a topic shift or another transition.
- Can understand a broad range of factual, persuasive and expressive oral language in various contexts.
- Sometimes has difficulty with interpreting culturally embedded verbal humour, especially when spoken at a rapid rate or with an unfamiliar accent.
- Can infer much "unspoken" attitudinal and sociocultural information and critically evaluate selected aspects of oral discourse.

B. 11: Adequate advanced proficiency

- Learner can obtain complex detailed information, ideas and opinions needed for complex tasks (work, academic, personal) by listening to extensive (over an hour in length) complex authentic exchanges and presentations in demanding contexts of language use.
- Can follow most formal and informal general interest conversations and academic and professional presentations on unknown topics by unfamiliar speakers with a variety of accents.
- Has only occasional difficulty with Canadian cultural references, figurative, symbolic and idiomatic language, irony, sarcasm or verbal humour.
- Can infer most of the unstated information (e.g., between the lines or outside-of-text knowledge) and can critically evaluate various aspects of oral discourse.
- Has an adequate listening/interpreting skill to satisfy most academic and work-related expectations for competent communication.

B. 12: Fluent advanced proficiency

- Learner can competently and fluently interpret all spoken discourse, formal and informal, general and technical, in own field of study or work, in a broad variety of demanding contexts, live and audio/video recorded.
- Can follow long stretches of oral discourse, monologic or multi-speaker exchanges, with complex abstract and conceptual language to obtain complex, detailed and specialized information for complex tasks (professional and academic).
- Can get most, if not all, stated and unstated information, Canadian cultural references, figurative, symbolic and idiomatic language, irony, sarcasm, verbal humour.
- Able to critically evaluate most aspects of oral discourse.
- Has an adequate listening/interpreting skill to satisfy all academic and work-related expectations for competent understanding of communication.

What may need to be taught or learned to achieve the Listening Benchmark Competencies at Stage III

Strategies to develop:

- recognition of words and lexical phrases (formulaic language) typically occurring in specific topics, and in academic and professional domains;
- recognition of prosodic, segmental and other clues to interpret information;
- recognition of cohesion links across utterances;
- recognition of typical organization patterns of lectures (e.g., review of a previous lecture; overview of the present lecture; main points, examples and details; conclusions; summary);
- recognition of thematic organization of sub-parts of a presentation or lecture (e.g., patterns of narration, reporting, description, argumentation; expressing result or consequence);
- recognition of discourse indicators signalling major parts and thematic sub-parts, topic shifts and transitions in ideas (e.g., an explanation or reformulation of information, an illustration/example, introduction of contrasting information such as an alternative, an opposing view, unexpected turn, etc.);
- ability to distinguish "given" (assumed to be known) from "new" information in oral texts;
- ability to infer unstated information, hypothesize, guess and predict;
- listening and performing actions: intellectual problem solving, decision making, gathering, using and manipulating information, observing negotiation of meaning;
- summarizing and note-taking skills; ability to reduce information to main points or to selected key points relevant to an idea or topic; and
- content knowledge, language, discourse formats, discourse processes and sociocultural knowledge relating to workplace/business communication, and to specific academic disciplines.

Background knowledge and preparation for a specific listening task:

- knowledge of situational context, relevant sociocultural knowledge and relevant general or technical topic knowledge (including knowledge of cultural/sociocultural/literary references in the text; knowledge of related events, trends or issues necessary to interpret discourse); and
- pre-listening, focusing, "guided" listening activities; learner is adequately briefed for focused listening.

Global Performance Descriptor

- Learner can obtain key information for important tasks (work, academic, personal) by listening to 15- to 30-minute complex authentic exchanges and presentations in some demanding contexts of language use.
- Can follow a broad variety of general interest and technical topics in own field, including unfamiliar topics on abstract conceptual or technical matters, when discourse has a clear organizational structure and clear discourse transition signals, and is delivered in a familiar accent.
- Sufficiently grasps the meaning to paraphrase or summarize key points and important details.
- Sometimes may miss some details or transition signals and is temporarily lost.
- Often has difficulty with interpreting verbal humour, low-frequency idioms and cultural references.
- Able to infer speaker's bias and purpose, and some other attitudinal and sociocultural information.

Performance Conditions

- Discourse contexts are academic or occupational/professional.
- Learner is adequately briefed for focused listening.
- Discourse is live, or video- and audio-mediated (e.g., tape, TV, radio).
- Speech is clear, at a normal rate.
- Instructions are clear and coherent.
- Listening texts are lectures/presentations and dialogues exchanges, up to 30 minutes in length.
- Subject matter is a broad variety of general interest topics and technical discourse in own field.

TEACHER'S NOTES

LISTENING BENCHMARK 9: Initial advanced proficiency

Competency Outcomes and Standards

What the person can do	Examples of tasks and texts	Performance indicators
I. Social interaction • In complex formal social interaction dialogues, identify social roles, relationships and relative status of the speakers (where obvious from the text from stated and unstated clues).	**C, S, W** In video-/audio-taped social conversations (in a workplace, business or academic environment), identify specific factual details and inferred meanings about the social roles, relationships and relative status of the speakers. • Complete a related task in a standard format: circling, matching, completing a chart, etc.	• Identifies details about social context. • Identifies details about situational context and register of the text. • Relates utterances to the situational and social context in which they are made. • Identifies roles and relationships between participants, and relative status by paralinguistic prosodic and verbal clues.
II. Instructions • Integrate several detailed and extensive pieces of oral information to carry out multistep complex instructions for a familiar process or procedure.	**C, W** Follow an accountant's oral instructions on the phone on how to properly complete a financial report or a tax form. **C, S, W** Follow extensive continuous directions with complex navigational detail on how to reach a remote or difficult to identify location.	• Integrates oral information to complete multistep complex instructions for a familiar process or procedure.
III. Suasion (getting things done) • Evaluate extended oral suggestions for solutions to problems, recommendations and proposals in relation to their purpose and audience.	**C, S, W** Listen to examples of extended oral suggestions for solutions to problems, recommendations and proposals in the context of politics, social issues, business, law, workplace and academic performance. • Complete a related evaluation task in a standard format: circling, matching, filling in blanks, completing a chart, etc.	• Identifies main intent, main idea, factual details, words and expressions and inferred meanings in the oral suasive texts as required. • Evaluates the appropriateness, usefulness, relevance and validity of the proposed solution.

C: Community/S: Study/W: Workplace

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
IV. Information • Demonstrate critical comprehension of a lecture or presentation by one speaker: identify the main idea(s) and identify ways in which the supporting details develop the main ideas(s). • Demonstrate critical comprehension of an extended oral exchange between several speakers: identify main ideas, bias and statements of fact and opinion for each speaker; summarize and evaluate development of positions.	**S, W** Make a diagram, chart or a detailed outline to explain how the supporting details relate to and develop the main ideas in a lecture/presentation (20- to 30-minutes). • In a lecture or presentation, identify phrases and sentences that mark: introducing topic, listing and naming of points to come, restating, examples to illustrate a point, summarizing or connecting examples to a point, transitioning to the next point and concluding. • Summarize a 20- to 30-minute lecture/presentation in a two-page summary. • Follow a 20- to 30-minute panel discussion or debate to obtain detailed information from and about each speaker and position; complete a related task (e.g., identify elements as true/false, circle correct answers, complete a chart or table, summarize, paraphrase, label a complex diagram, etc.).	• Identifies factual details and inferred meanings, obtains (extracts) detailed information from the complex oral discourse as required. • Identifies main idea, which is not explicitly stated. • Identifies ways in which the supporting details develop the main ideas(s) (e.g., identifies rhetorical discourse markers that introduce a definition, generalization, summary, etc.); identifies phrases and sentences that mark restating a point, giving examples of a point, summarizing or connecting examples to a point, transition to the next point, etc. • Separates fact from opinion. • Identifies bias/attitudes in complex discourse. • Identifies, summarizes and critically evaluates development of positions.

C: Community/**S**: Study/**W**: Workplace

Global Performance Descriptor

- Learner can obtain complex detailed information, ideas and opinions needed for important tasks (e.g., work, academic, personal) from multiple sources by listening to 30- to 60-minute complex authentic exchanges and presentations in demanding contexts of language use.
- Can follow formal and informal discourse on most general interest and technical topics in own field, delivered at a normal rate of speech.
- Only occasionally misses a topic shift or another transition.
- Can understand a broad range of factual, persuasive and expressive oral language in various contexts.
- Sometimes has difficulty with interpreting culturally embedded verbal humour, especially when spoken at a rapid rate or with unfamiliar accent.
- Can infer much "unspoken" attitudinal and sociocultural information and critically evaluate selected aspects of oral discourse.

Performance Conditions

- Learner is adequately briefed for focused listening.
- Discourse is live, or video- and audio-mediated (e.g., tape, TV, radio).
- Speech is clear, at a normal rate.
- Instructions are clear and coherent.
- Listening texts are lectures, presentations and dialogue exchanges, up to 40 minutes in length.
- Subject matter is a broad variety of general interest topics and technical discourse in own field.

LISTENING BENCHMARK 10: Developing advanced proficiency

Competency Outcomes and Standards

What the person can do	Examples of tasks and texts	Performance indicators
I. Social interaction • In complex formal social interaction dialogues, identify and explain personal attitudes, emotions and intentions of the speakers to each other and to the topic (where obvious from the stated and unstated clues in the text).	**C, S, W** In video-/audio-taped social conversations (e.g., in a workplace, business or academic environment), identify specific clues to interpret attitudinal meanings. Complete a related task in a standard format: circling, matching, filling in blanks, completing a chart, etc.	• Identifies attitudes by a range of clues (e.g., by pitch height and range, pause and tempo, etc.). • Identifies the emotional tone of the text; infers emotions from a few scattered clues and the general tone. • Identifies the converging and diverging styles of speech (speaking the same way to convey "sameness" or solidarity; speaking to convey difference or distinctness).
II. Instructions • Integrate several pieces of detailed extensive oral information to carry out multistep complex instructions for a familiar process or procedure in a demanding and stressful situation.	**C, S, W** Follow extensive multistep complex instructions on how to mediate and resolve an escalating conflict between children or how to deal with a difficult client or employee.	• Integrates oral information to complete multistep complex instructions for a familiar process or procedure in demanding or stressful situations as required.
III. Suasion (getting things done) • Identify, analyse and evaluate values and assumptions in oral suasive discourse (where obvious from the stated and unstated clues in the text).	**C, S, W** Listen to examples of oral persuasive presentations to councils, committees, commissions, etc. Identify, analyse and evaluate the stated and unstated values and assumptions in them. • Complete a related evaluation task in a standard format: circling, matching, filling in blanks, completing a chart, etc.	• Identifies values and assumptions in the oral discourse. • Analyses and evaluates them critically by a set of internal and external criteria or standards.
IV. Information • Trace and evaluate the organization and development of argumentation in complex expository or argumentative oral presentations (e.g., in a rational inquiry). • Provide (extract) details from the complex oral text/discourse in presence of distracting information.	**S, W** Trace and summarize the development of an argument in a 20- to 30-minute lecture/presentation in a one-page summary. • Follow a 20- to 30-minute presentation to obtain detailed information to evaluate the validity of argumentation; complete a related task. Identify a proposition as different from its argument.	• Traces the logical line of argumentation in support of a conclusion. • Identifies the use of logical fallacies. Identifies words and phrases that introduce the different parts of arguments and that mark the logical relationships between parts of text/ discourse. • Traces pro and con arguments. • Extracts detailed information from the discourse to separate fact from opinion in arguments and to evaluate credibility/ validity.

C: Community/**S**: Study/**W**: Workplace

Global Performance Descriptor

- Learner can obtain complex detailed information, ideas and opinions needed for complex tasks (work, academic, personal) by listening to extensive (over an hour in length) complex authentic exchanges and presentations in demanding contexts of language use.
- Can follow most formal and informal general interest conversations and academic and professional presentations on unknown topics by unfamiliar speakers with a variety of accents.
- Has only occasional difficulty with Canadian cultural references, figurative, symbolic and idiomatic language, irony, sarcasm or verbal humour.
- Can infer most of the unstated information (e.g., between the lines or outside-of-text knowledge) and can critically evaluate various aspects of oral discourse.
- Has an adequate listening/interpreting skill to satisfy most academic and work-related expectations for competent communication.

Performance Conditions

- Learner is adequately briefed for focused listening.
- Discourse is live, or video- and audio-mediated (e.g., tape, TV, radio).
- Speech rate is normal to fast.
- Instructions are clear and coherent.
- Listening texts are lectures/presentations and dialogue exchanges, up to 40 minutes in length.
- Subject matter is a broad variety of general and academic topics, and technical discourse in own field.

LISTENING BENCHMARK 11: Adequate advanced proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction • Identify, analyse and evaluate conflict resolving, consensus-building and compromise negotiating language and interpersonal strategies. • Identify conflict-escalating language behaviour.	**C, S, W** In a video-/audio-taped formal discourse (e.g., in a workplace, business or academic environment; monologic presentations or interactions), identify and evaluate specific examples of conflict-resolving, consensus-building and compromise negotiating language and interpersonal strategies, and examples of conflict-escalating language behaviour. Complete a related task.	• Identifies, analyses and evaluates conflict resolving, consensus building and compromise negotiating language and interpersonal strategies. • Identifies, analyses and evaluates conflict-escalating language behaviour.
II. Instructions • Integrate several detailed extensive pieces of oral information to carry out multistep complex instructions for an unfamiliar process or procedure in a demanding or stressful situation.	**C, S, W** Follow detailed extensive instructions on complex unfamiliar work procedures and various emergency response procedures. • Follow detailed extensive instructions on how to play a complex unfamiliar game (e.g., card game, verbal game, strategic game).	• Integrates several detailed, extensive pieces of oral information to complete multistep unfamiliar process/procedural tasks in demanding or stressful situations as required.
III. Suasion (getting things done) • Analyse and evaluate persuasiveness in oral texts.	**C, S, W** Listen to a variety of persuasive oral texts; identify, analyse, compare and evaluate aspects of persuasiveness in a related task.	• Identifies effective techniques to obtain agreement on, or acceptance of ideas or products (e.g., use of evidence, logical argument, ethical and emotional appeals, interpersonal style). • Identifies language aspects of persuasion (e.g., use of grammar, vocabulary, prosody). • Evaluates appropriateness of persuasive strategies to audience and purpose in specific contexts.
IV. Information • Reconstruct the message, position, bias, assumptions and motives of the speaker from a series of complex oral statements; provide detailed information as evidence in the presence of distracting information and competing answers.	**C, S, W** Reconstruct the message or position of a speaker by following recorded statements, phrases and sentences that are scattered in one or many texts (e.g., lectures, presentations, panel discussions, debates or interviews), but are connected as views or ideas. Explain how such specific statements by a speaker relate to her or his main message or position on an issue or topic. • Summarize participants' positions on the basis of a series of statements by each in a 20- to 40-minute debate or discussion in a two-page summary. Provide specific details (e.g., quotes) as evidence for the synthesis.	• Evaluates multiple pieces of information and reconstructs the whole message. • Evaluates pieces of information and reconstructs/infers the position, bias, assumptions and motives. • Identifies details from discourse as evidence. • Summarizes the information into a coherent whole.

C: Community/S: Study/W: Workplace

Global Performance Descriptor

- Learner can competently and fluently interpret all spoken discourse, formal and informal, general and technical, own field of study or work, in a broad variety of demanding contexts, live and audio/video recorded.
- Can follow long stretches of oral discourse, monologic or multispeaker exchanges, with complex abstract and conceptual language to obtain complex, detailed and specialized information for complex tasks (professional and academic).
- Can get most, if not all, stated and unstated information, Canadian cultural references, figurative, symbolic and idiomatic language, irony, sarcasm, verbal humour.
- Able to critically evaluate most aspects of oral discourse.
- Has an adequate listening/interpreting skill to satisfy all academic and work-related expectations for competent understanding of communication.

Performance Conditions

- Learner is adequately briefed for focused listening.
- Discourse is live, or video- and audio-mediated (e.g., tape, TV, radio).
- Speech is at a normal or fast rate.
- Listening texts are complex critiques, evaluations, discussions and debates of any length.
- Subject matter is a broad variety of general topics, and academic/technical discourse in own field.

TEACHER'S NOTES

LISTENING BENCHMARK 12: Fluent advanced proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction • In complex formal transactional (non-social) oral discourse, identify and evaluate expressions of social politeness and cooperation or their violations (where obvious from the stated and unstated clues in the text).	**C, S, W** In a video-/audio-taped formal discourse (in a workplace, business or academic environment; in monologic presentations or in interactions), identify specific clues of social politeness and cooperation (e.g., hedges) and "face-threatening" talk (e.g., requests for favours, challenges to defend position, or criticism). • Complete a related task in a standard format.	• Identifies instances of social politeness and cooperation by paralinguistic and linguistic clues in lectures, speeches, meetings, debates. • Identifies instances of violations of social politeness and cooperation or of "face-threatening" talk. • Evaluates expressions in terms of cultural standards in professional and academic discourse.
II. Instructions • Evaluate detailed extensive oral instructions or oral instructional texts for clarity and validity.	**C, W** Evaluate detailed oral instructions or oral instructional texts on complex tasks (e.g., how to fill out a set of tax forms, financial reports; how to revise a paper). Suggest improvements if necessary.	• Evaluates oral instructions or instructional text for internal logical accuracy and clarity. • Evaluates the validity of oral instructions or instructional text by external criteria and standards.
III. Suasion (getting things done) • Evaluate complex oral public suasive texts in relation to their purpose and audience.	**C, S, W** Listen to examples of court proceedings or parliamentary/legislative proceedings and related oral commentaries by media and political experts. Critically evaluate the information and the positions of the participants. • Complete a related evaluation task in a standard format (e.g., complete a chart or short paragraph, etc).	• Evaluates purpose and audience of oral public suasive texts (e.g., political, government, legal, business texts). • Evaluates the positions of the speakers. • Evaluates the appropriateness, usefulness, relevance and validity of the information in oral suasive texts in relation to their purpose and audience. • Identifies stated or unstated facts, opinions and attitudes relating to the text.

C: Community/S: Study/W: Workplace

What the person can do	Examples of tasks and texts	Performance indicators
IV. Information • Critically evaluate content, organization and delivery in oral presentations and lectures. • Critically evaluate development of positions, conversational management and conversational styles in formal debates, interviews and discussions.	**S, W** Summarize a 20- to 60-minute complex lecture/presentation in a one- to two- page summary; critique/evaluate the information content. Suggest ways to improve it where necessary. • Analyse and evaluate the overall organization of a lecture or a presentation, and the boundaries of the verbal/ oral "paragraphs"; determine the purpose of each "paragraph," identify phrases and sentences that achieve specific functions (e.g., "we call them" to introduce a definition statement). Suggest improvements where necessary. • Analyse and evaluate aspects of delivery (verbal and non-verbal) in a lecture or a presentation. • Summarize the positions of the participants in a 30-minute (or less) formal public debate, interview or discussion on a complex topic; evaluate their conversational management and styles.	• Summarizes and critically evaluates content (e.g. relevance of examples, biases of presenters, assumptions, values and motives, plausibility of information). • Suggests ways to improve content. • Identifies and evaluates macro-level (rhetorical) organization; suggests ways to improve it. • Analyses and evaluates verbal and non-verbal aspects of the delivery; makes suggestions. • Identifies, summarizes and critically evaluates development of positions, conversational management (e.g. turn-taking, interrupting, holding the floor) and cultural conversation styles (e.g., high involvement style and high considerateness style) in formal debates, interviews and discussions.

C: Community/**S**: Study/**W**: Workplace

Performance monitoring, evaluation and the Benchmark achievement report

Given the possibility of error in evaluation, a mark for achieving the Benchmark criterion in reading is set at 70-80%, rather than at 100%.

The figure below shows the level descriptors in evaluating effectiveness of comprehension in Listening performance.

1	Fewer than 50% of the items	Performance not successful relative to task requirements; learner responds correctly to fewer than 50% of the items (comprehension questions)
2	Fewer than 70% of the items	Performance marginally successful relative to task requirements; learner responds correctly to fewer than 70% of the items (comprehension questions)
3	70-80% of the items	Performance successful relative to task requirements; learner responds correctly to 70-80% of the items (comprehension questions)
4	More than 80% of the items	Performance very successful relative to task requirements; learner responds correctly to more than 80% of the items (comprehension questions)

Satisfactory performance (a pass) in a Benchmark competency is represented as mark (rating level) 3.

Monitoring, evaluating and reporting Benchmark achievement

Benchmark achievement report:	Ratings	Ratings for levels of performance:
❑ Social interaction	_____	1 - unable to achieve yet
❑ Instructions	_____	2 - needs help
❑ Suasion (getting things done)	_____	3 - satisfactory Benchmark achievement: pass
❑ Information	_____	4 - more than satisfactory achievement

Learners must achieve all competency objectives to obtain the Benchmark credential.

Stage III:
Advanced Proficiency

Reading Benchmark

Benchmarks 9 - 12

Global performance descriptors

B. 9: Initial advanced proficiency

- Learner can read authentic multipurpose texts: daily newspaper items, short stories and popular novels; academic materials, sections of textbooks, manuals; simple routine business letters and documents.
- Reads in English for ideas and opinions, to find general information and specific details, to learn content areas, to learn the language, to develop reading skills and for pleasure.
- In processing text, follows a range of cohesion clues across sentences and paragraphs.
- Can identify writer's bias and the purpose/function of text.
- Can use inference to locate and integrate several specific pieces of abstract information across paragraphs or sections of visually complex or dense text.
- Can sufficiently grasp the meaning of text to paraphrase or summarize key points.
- Often has difficulty with low-frequency idioms and cultural references.
- Texts are three to five pages long, propositionally and linguistically complex, but with clear underlying structure, on abstract, conceptual or technical topics.
- Some topics may be only partially familiar, or unfamiliar, but are relevant to the learner.

B. 10: Developing advanced proficiency

- Learner can read authentic multipurpose texts, including complex charts, tables and forms, articles, fiction, letters, research papers and manuals.
- Reads mostly to obtain general and specific information, ideas and opinions, and to learn content areas for work and study tasks.
- Can search through complex displays of information and use high-level inference to locate and integrate several specific pieces of abstract information (explicit and implied) from various parts of text.
- Can paraphrase or summarize key points and draw conclusions.
- Sometimes encounters difficulty interpreting low-frequency idioms and cultural references.
- Texts are dense, five to 10 pages long, on abstract, conceptual, technical or literary topics, and may be complex (visually, cognitively, and linguistically: in sentence and discourse structures, thematic structure of information, style).
- Topics may be new and unfamiliar for the learner.

B. 11: Adequate advanced proficiency

- Learner can read authentic multipurpose texts: daily newspaper items, short stories and popular novels; academic materials, sections of textbooks, manuals; simple routine business letters and documents.
- Reads in English for ideas and opinions, to find general information and specific details, to learn content areas, to learn the language, to develop reading skills and for pleasure.
- In processing text, follows a range of cohesion clues across sentences and paragraphs.
- Can identify writer's bias and the purpose/function of text.
- Can use inference to locate and integrate several specific pieces of abstract information across paragraphs or sections of visually complex or dense text.
- Can sufficiently grasp the meaning of text to paraphrase or summarize key points.
- Often has difficulty with low-frequency idioms and cultural references.
- Texts are three to five pages long, propositionally and linguistically complex, but with clear underlying structure, on abstract, conceptual or technical topics.
- Some topics may be only partially familiar, or unfamiliar, but are relevant for the learner.

B. 12: Fluent advanced proficiency

- Learner can read a full variety of general and literary texts, and specialized or technical (academic and professional) texts in own field.
- Can get information, ideas and opinions on familiar and unfamiliar abstract and conceptual topics from propositionally, linguistically, stylistically and culturally complex texts in demanding contexts of study and work.
- Can read critically, and with appreciation for aesthetic qualities of text, register, stylistic and rhetorical nuance, tone (e.g., humour, irony, sarcasm), genre awareness, writer's bias and points of view.
- Can understand almost all idiomatic and figurative language, and sociocultural references.
- Can search through complex displays of information, and use high-level inferences, extensive background and specialized knowledge to locate and integrate multiple specific pieces of abstract information across various multiple complex and dense texts.
- Can interpret, compare and evaluate both the content and the form of written text. Reads fluently and accurately, adjusting speed and strategies to task.

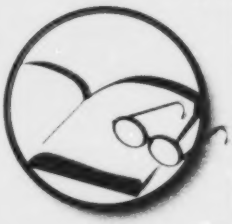
What may need to be taught or learned to achieve Reading Benchmark Competencies at Stage III

Strategies to develop:

- sight recognition of complex polysyllabic and technical words and register-specific lexical phrases;
- recognition of the rhetorical (textual) organization of information in academic and professional texts (e.g., the organization of a literature review report, a thesis, a proposal; a typical rhetorical structure of a technical journal article: experimental or non-experimental);
- recognition of grammatical/rhetorical features of text in specific academic and professional domains (e.g., use of passive voice in technical texts, heavy nominalizations in most technical and formal official texts, register-specific vocabulary and expressions);
- in-depth reading for critical interpretation;
- reading and performing actions: verbal problem solving and decision making, individually and in group settings; gathering, using and manipulating information; group interpretation of text/negotiation of meaning;
- using context clues (e.g., paraphrasing, summarizing, applying previous knowledge, recognizing stylistic and rhetorical features of the text); using interpretive skills (e.g., inference, reading between the lines, drawing conclusions, predicting outcomes); using critical skills (e.g., evaluation, judging);
- understanding the range of concrete, abstract, idiomatic and technical language; content knowledge; and academic discourse relating to complex concepts and applications of sciences, technology, social sciences, humanities and other academic and professional and occupational domains; and
- using computer/Internet literacy and information search skills, including literacy in new informational multimedia genres that combine text, video, sound, graphics, scientific formulas, animations and demonstrations.

Background knowledge and preparation required for successful performance of a reading task:

- knowledge of situational context, including relevant sociocultural knowledge;
- relevant general topic knowledge (including knowledge of events, trends, or issues); and
- pre-reading, focusing, guided reading activities; learner is adequately briefed and has at least minimal knowledge to activate knowledge schemata.



Global Performance Descriptor

- Learner can read authentic multipurpose texts: daily newspaper items, short stories and popular novels; academic materials, sections of textbooks, manuals; simple routine business letters and documents.
- Reads in English for ideas and opinions, to find general information and specific details, to learn content areas, to learn the language, to develop reading skills and for pleasure.
- Texts are three to five pages long, propositionally and linguistically complex, but with clear underlying structure, on abstract, conceptual or technical topics.
- Some topics may be only partially familiar, or unfamiliar, but are relevant to the learner.
- In processing text, learner can follow a range of cohesion clues across sentences and paragraphs.
- Can identify writer's bias and the purpose/function of text.
- Can use inference to locate and integrate several specific pieces of abstract information across paragraphs or sections of visually complex or dense text.
- Can sufficiently grasp the meaning of text to paraphrase or summarize key points.
- Often has difficulty with low-frequency idioms and cultural reference.

Performance Conditions

- Context and topic may be partially familiar or unfamiliar.
- Text is complex, on complex sociocultural, economic or political issues.
- Text is three to five pages in length.
- If handwritten, text is legible, easy to read.
- Instructions are in clear, explicit and coherent prose, but not always presented in a sequential step by step form.
- Process is familiar to the learner (e.g., learner has been briefed).
- Text is printed or electronic.
- Topics and language may be abstract, conceptual or technical.
- Texts are descriptive, narrative, evaluative; reports, expository and argumentative essays, problem-solution papers, research papers.

TEACHER'S NOTES

READING BENCHMARK 9: Initial advanced proficiency

Competency Outcomes and Standards

What the person can do	Examples of tasks and texts	Performance indicators
I. Social interaction texts • Identify and explain point of view, personal attitudes and emotions (where obvious from stated and unspecified clues in the text) in editorials, letters (e.g., letters to the editor), personal essays and fictional writing.	**C, S** Compare and summarize the differences and similarities in points of view, personal attitudes and emotions in two editorials on the same topic (e.g., in *The Globe and Mail* and in *The National Post*). **C, S** Compare several letters to the editor on the same topic; identify, summarize and evaluate their points of view, personal attitudes and emotions in the context of the issue.	• Identifies/explains point of view and personal attitude of the writer. • Identifies the emotional tone of the text, infers emotions from a few clues. • Identifies communicative value and writer's intent in whole text and its parts. • Makes inferences and states implicit details. • Identifies context of the situation. • Differentiates between fact and opinion.
II. Instructions • Follow formal instructions of advisory, instructional texts, and instructions for a familiar process or procedure that require integration of several pieces of information.	**C, S, W** Read and explain official exam policies and related instructions at various educational institutions. **S** Read and explain instructions on how to outline, research, write, edit and proofread an essay. • Read policy and procedure manuals; equipment installation/manuals; user product guides and health and safety advisories.	• Follows/explains/paraphrases correctly instructions of compliance. • Locates and integrates several pieces of information in the instructional texts to correctly interpret and follow extensive instructions for a familiar process or procedures.
III. Business/service texts • Obtain information for key work/business tasks by locating and integrating several pieces of information in complex prose texts and formatted texts.	**W** Compare complex information about benefits and entitlements of similar positions in two different companies. • Read formal business letters, employment benefit documents, employment contracts, public reports and business articles. • Read forms, financial tables, blueprints, computer programs with multiple menus and navigational functions.	• Locates and integrates several pieces of information to interpret complex government forms, formal business letters, workplace documentation. • Reads analytically to find detailed information, including "small print." • Locates and integrates several pieces of specific information in extensive and visually complex formatted texts.

C: Community/**S**: Study/**W**: Workplace

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
IV. Informational texts • Identify main idea(s) and identify ways in which the supporting details develop the main ideas(s) in complex texts by reorganizing the text into an outline format. • Comprehension of complex process flow charts, graphs, pictographs and diagrams by expressing them in alternate forms. **Information literacy/reference and study skills competencies** Access a single piece of information involving a complex search in on-line electronic reference sources.	**S, W** Make a detailed outline to explain how the supporting details relate to and develop the main ideas in a five-page text. **S** Using complex sociogram/diagram of a family tree in a novel or historical text, recreate some biographical and historical information. • Looking at a complex diagram/overview of a manufacturing operation, compare accuracy of graphic information with the detailed descriptive text. Write labels for missing elements in the diagram. • Locate specific information in study/research skills manuals (e.g., on a specific learning strategy) in electronic or traditional sources.	• Identifies factual details and inferred meanings in text as required (70-80%). • Identifies main idea, which may not be explicitly stated, and supporting details. • Separates relevant from irrelevant information. • Locates and integrates relevant information across the text. • Identifies organization of text, topic sentences, logical relationship connections between paragraphs and thematic patterns. • Transfers complex textual information to an alternate form. • Accesses information involving a complex electronic or traditional library search; uses effective search strategy.

C: Community/**S**: Study/**W**: Workplace

Global Performance Descriptor

- Learner can read authentic multipurpose texts, including complex charts, tables and forms, articles, fiction, letters, research papers and manuals.
- Reads mostly to obtain general and specific information, ideas and opinions, and to learn content areas for work and study tasks.
- Tasks are dense, five to 10 pages long, on abstract, conceptual, technical or literacy topics, and may be complex (visually, cognitively, and linguistically: in sentence and discourse structures, in thematic structure of information, and in style).
- Topics may be new and unfamiliar to the learner.
- Learner can search through complex displays of information and can use high-level inference to locate and integrate several specific pieces of abstract information (explicit and implied) from various parts of text.
- Can paraphrase or summarize key points and draw conclusions.
- Sometimes encounters difficulty interpreting low-frequency idioms and cultural references.

Performance Conditions

- Context and topic may be partially familiar or unfamiliar.
- Text is complex, on complex socio-cultural, economic or political issues.
- Text is five to 10 pages in length, with a clear organizational structure.
- If handwritten, text is legible, easy to read.
- Instructions are in clear, explicit and coherent prose, but are not presented in a sequential step by step form.
- Instructional text is cognitively complex.
- Process is familiar to the learner (e.g., learner has been briefed).
- Text is printed or electronic.
- Topics and language are abstract, conceptual or technical.
- Texts may be expository and evaluative reports, expository and argumentative essays, problem-solution papers and research papers.

TEACHER'S NOTES

READING BENCHMARK 10: Developing advanced proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction texts • Identify and explain values and assumptions (where obvious from stated and unstated clues in the text) in editorials, letters (e.g., letters to editor), personal essays and fictional writing.	**C, S** Identify and compare the differences and similarities in values and assumptions in two editorials on the same topic (e.g., in *The Globe and Mail* and in *The National Post*). • Identify and compare values and assumptions in two personal essays or short stories.	• Identifies values and assumptions in the text. • Identifies communicative value and writer's intent in whole text and its parts. • Identifies context of the situation. • Differentiates between fact and opinion.
II. Instructions • Summarize complex instructional texts in continuous prose into comprehensive multistep instructions for a familiar process or procedure; summarizing the text requires integration of several extensive detailed pieces of information.	**C, S** Explain instructions from a reputable medical program on how to lose, gain and maintain body weight. • Read policy and procedure manuals; equipment installation and use manuals; user product guides and health and safety advisories; legal and administrative procedures; scientific and experimental procedures.	• Locates and integrates several pieces of information in the instructional texts to correctly interpret and follow extensive instructions for a familiar process or procedure. • Extracts and presents, in point form, instructions from a continuous prose text.
III. Business/service texts • Obtain information in key work/business tasks by locating and integrating several pieces of explicit and implied information in multiple, complex prose texts and in complex forms and graphic displays.	**W** Evaluate the validity/logistics of proposed timetables, schedules, programs and itineraries when compared with other variables (needs, requirements, availability, etc.). • Read some standard legal documents, formal business reports, blueprints, financial listings, extensive and visually complex tables, warranty contracts.	• Interprets information in some legal contracts and other documents. • Identifies writer's purpose/intent/attitude in business letters. • Summarizes information/ideas from multiple complex texts and graphics.

C: Community/**S**: Study/**W**: Workplace

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
IV. Informational texts • Trace, summarize and evaluate the development of arguments in complex expository or argumentative texts (e.g., in a rational inquiry paper or in a problem-solution paper). • Express information/ideas in questionnaires and surveys in alternate forms. **Information literacy/reference and study skills competencies** • Access and locate several pieces of information involving a complex search of on-line electronic reference sources (e.g., library databases) and of traditional sources.	**S** Trace the development of an argument in a complex text in your field of work or study in a one-page summary. • Write a comparative summary of two argumentative articles/essays on the same topic; summarize and evaluate the main differences in their argumentation. • Supply connector words in the blanks in a complex three- to five-paragraph argumentative text to reconstruct the thematic and logical relations in the text (e.g., of manner, purpose, consequence). • Interpret and convert survey information from a questionnaire into percentages/categories as text and graphs. **C, S, W** Locate several pieces of information involving a complex search of on-line electronic reference sources (e.g., library databases) or of a variety of reference materials in libraries, archives.	• Identifies factual details and inferred meanings in text as required (70-80%). • Distinguishes a proposition from its argument. • Traces the logical line of argumentation in support of a conclusion (e.g., proposition, general truth, example, evidence, conclusion). • Identifies logical relations and organization in text, fallacies in arguments. • Identifies multiple structural expressions of causal/consequential relations of manner, purpose, concession and condition signalled by a variety of connector words. • Transfers complex textual information/ideas in questionnaires and surveys to alternate forms. • Accesses information using a complex electronic or traditional library search; uses effective search strategies and tools.

C: Community/**S**: Study/**W**: Workplace

Global Performance Descriptor

- Learner can read a variety of authentic texts in all styles and forms relevant to her or his needs, including technical literature in own field.
- Reads in English for ideas and opinions, for general information and specific details, to conduct business, to learn and research content areas and for pleasure.
- Texts may be over 30 pages long, dense with information, on abstract, conceptual or technical topics, and may be complex visually, propositionally and linguistically.
- Topics may be new and unfamiliar.
- Learner can search through complex displays of information, including computer screens and graphics and use background and specialized knowledge.
- Can locate and identify information through multifeature matching and high-level inferences in the presence of multiple distracting details.
- Can synthesize and critically evaluate various pieces of abstract information (explicit and implied) across one, two or three different texts.
- Can identify register and style nuances, evaluate attitude and opinion.
- Occasionally encounters difficulty interpreting low frequency idioms and cultural references.

Performance Conditions

- Context and topic may be partially familiar or unfamiliar.
- Text is complex, relating to a semi-public personal conflict.
- If handwritten, text is legible, easy to read.
- Instructional text is in clear, explicit and coherent prose, but not presented in a sequential step by step form.
- Instructional text is cognitively complex.
- Process is unfamiliar (new) to the learner.
- Text is up to 30 pages long, with clear organizational structure.
- Text is printed or electronic.
- Texts may be expository and evaluative reports, expository and argumentative essays, problem-solution papers, research papers; complex process flow charts, graphs, pictographs and diagrams; questionnaires and decision trees, rating scales and/or evaluation grids.

Teacher's Notes:

READING BENCHMARK 11: Adequate advanced proficiency

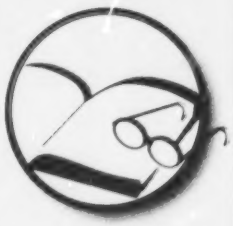
Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction texts • From letters and notes containing expressions of disagreement and conflict, infer attitudes, emotions, intentions and motivations, and draw conclusions (where obvious from stated and unstated clues in the text).	**C, S, W** Read and interpret an exchange of letters, memos or notes (semi-personal and public, including e-mail correspondence) containing disagreements, claims and denials of claims, or clarifications and restatements of information. • Identify and explain attitudes, emotions, intentions and motivations, and draw conclusions.	• Identifies specific factual details and inferred meanings in text. • Identifies/interprets context of the situation. • Identifies purpose of text, mood, attitude of writer. • Differentiates between fact and opinion. • Identifies and interprets claims and denials of claims, clarifications and restatements of information. • Identifies politeness conventions and their violations in making and denying claims.
II. Instructions • Follow extensive written, specialized instructions for an unfamiliar, complex process or procedure; following the instructions requires integration of several detailed pieces of information.	**S, W** Follow computer software instructions to do a spreadsheet. **W** Read workplace personnel policy instructions; apply information (e.g., case study). **C, S, W** Follow detailed instructions on complex, unfamiliar work procedures and various emergency response procedures.	• Demonstrates understanding of complex/extensive written instructions in prose text. • Integrates several detailed, extensive pieces of written information to complete a multistep, unfamiliar, process or procedural task.
III. Business/service texts • Obtain information for complex, key work/business tasks by locating and integrating several pieces of explicit and implied information in multiple complex prose texts and in complex forms and graphic displays. • Analyse and evaluate persuasiveness in business/service texts.	**C, W** Find and interpret various pieces of information in mortgage contracts, real property legal documents. **W** Recreate a meeting by reading the agenda and the minutes. **C, S, W** Read a variety of persuasive business/service texts; identify, analyse, compare, evaluate aspects of persuasiveness in a related task. • Read budgets, plans for future development, press releases.	• Locates and integrates several pieces of explicit and implied information in legal documents. • Identifies techniques to obtain agreement for ideas (e.g., use of evidence, logical argument, ethical and emotional appeals). • Identifies language and rhetorical features in texts that make them persuasive (e.g., use of grammar, vocabulary, themes). • Evaluates appropriateness of persuasive strategies for audience and purpose of text.

C: Community/**S**: Study/**W**: Workplace

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
IV. Informational texts • Reconstruct the message, position, bias, values, assumptions and motives of a writer from fragments of texts; provide detailed information as evidence in the presence of distracting information and competing answers. • Demonstrate comprehension of rating scales and evaluation grids by expressing them in alternate forms. **Information literacy/reference and study skills competencies** • Conduct a whole-topic information search of on-line electronic reference sources (e.g., library databases) and traditional sources.	**C, S, W** Reconstruct the message of a writer by following his or her related statements scattered in one or many complex texts. Explain how such specific statements relate to her or his position on an issue or topic. • Summarize in two pages the positions of several writers on an issue, based on texts written by or about each writer. Provide specific details (e.g., quotes) as evidence for the synthesis. • Obtain comprehensive information in a whole-topic search of on-line electronic reference sources. **S** Use a rating scale to interpret group test scores (numbers); in text and/or graph for visual illustration (percentages); explain in plain language what the scores mean.	• Evaluates multiple pieces of information and reconstructs the whole, then infers the position, bias, values, assumptions and motives. • Identifies evidence in text for attitudinal meaning: modal verbs (e.g., must, should); quantifiers (e.g., almost all, only, at least); adverbial adjuncts (e.g., primarily, fortunately). • Summarizes the information into a coherent whole. • Evaluates ideas in text, draws conclusions and expresses own opinion. • Interprets textual information from several texts to an alternate form. • Conducts a whole-topic electronic or library search; uses effective search strategies and tools; obtains current information.

C: Community/S: Study/W: Workplace



Global Performance Descriptor

- Learner can read a full variety of general literacy texts and specialized or technical (academic and professional) texts in own field.
- Can get information, ideas and opinions on familiar and unfamiliar abstract and conceptual topics from propositionally, linguistically, stylistically and culturally complex texts in demanding contexts of study and work.
- Can read critically and with appreciation for aesthetic qualities of text, register, stylistic and rhetorical nuance, tone (e.g., humour, irony, sarcasm), genre awareness, writer's bias and points of view.
- Can understand almost all idiomatic and figurative language and sociocultural references.
- Can search through complex displays of information and use high-level inferences, extensive background and specialized knowledge to locate and integrate multiple specific pieces of abstract information across various multiple complex and dense texts.
- Can interpret, compare and evaluate both the content and the form of written text.
- Reads fluently and accurately, adjusting speed and strategies to task.

Performance Conditions

- Context and topic may be only partially familiar or unfamiliar.
- Text is of any length.
- If handwritten, text is legible, easy to read.
- Texts may be letters, reports, academic papers and articles, memos and e-mails.
- Context and topic is within own academic or field of work.
- Learner is provided with the external criteria and standards to use in the evaluation.
- Learner is either familiar with, or is provided with the minimal background knowledge related to the reading task (e.g., awareness of events, issues, systems, sociocultural information).
- Text is printed or electronic.
- Text requires high-level inferences (e.g., text-based, specialized-knowledge-based, general background knowledge-based).
- Language and information is abstract, conceptual and technical.
- Texts may be literary (fictional and non-fictional writing), expository and evaluative reports, expository and argumentative essays, problem-solution papers, research papers; aerial and satellite maps, meteorological charts and maps; blueprints, technical manuals, regulations; computer process simulation data displays, assembly and schematic drawings, infra-red and x-ray pictures, medical data computer displays.

TEACHER'S NOTES

READING BENCHMARK 12: Fluent advanced proficiency

Competency Outcomes and Standards

What the person can do	Examples of tasks and texts	Performance indicators
I. Social interaction texts • Identify and evaluate expressions of social politeness and cooperation, or their violations in social and non-social public, academic and business texts.	**C, S, W** Identify and evaluate expressions of social politeness and cooperation with the reader and/or third parties mentioned or implied in the text, as well as "face-threatening" expressions and violations of politeness, in business, professional and academic texts. Complete a related task.	• Identifies/evaluates instances of social politeness by linguistic clues (e.g., identifies "face-saving" expressions). • Identifies/evaluates instances of "face-threatening" talk (e.g., challenges to defend criticism, making and denying claims), or violations of social politeness/cooperation.
II. Instructions • Demonstrate understanding of complex, written instructions/instructional texts; evaluate/revise instructions for clarity.	**C, W** Follow and evaluate detailed, extensive and complex written instructions or instructional texts on complex tasks (e.g., how to balance a budget; how to conduct a staff briefing session). Suggest improvements; revise/edit text.	• Evaluates/edits a set of instructions/instructional text for internal logical accuracy, consistency and clarity. • Evaluates the validity of instructions or instructional text by use of external criteria.
III. Business/service texts • Read critically and evaluate the information in complex public and semi-public business texts in relation to their purpose and audience. • Summarize information and ideas in multiple, complex prose texts and in complex graphic displays in alternate forms.	**C, S, W** Read and interpret texts related to arbitration, court proceedings and rulings, adjudication decisions in labour union disputes and grievances or parliamentary/legislative proceedings. • Read related commentaries by media and political experts. Critically evaluate the information; outline implications for specific cases. • Read policy proposals, terms of reference, mission, vision and mandate statements, legislative bills, audits.	• Evaluates the relevance and validity of the information in complex public/semi-public business texts in relation to their purpose. • Evaluates content, form, tone and style of texts in relation to their purpose. • Evaluates the positions, intent of the writer. • Identifies stated/unstated facts, opinions and attitudes relating to the text. • Interprets/evaluates information in complex legal contracts and other documents. • Translates complex information/ideas into alternate forms of presentation (e.g., verbal summary or graphic displays).

C: Community/**S**: Study/**W**: Workplace

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
IV. Informational texts • Evaluate content, organization, language, tone, style and format of complex texts for appropriateness, usefulness, relevance (and/or validity) to purpose and audience. Draw conclusions and express own opinion. • Express textual ideas in alternate forms; synthesize, interpret/evaluate information in complex maps, information displays on computer screens. **Information literacy/reference and study skills competencies** • Conduct complex searches of on-line electronic reference sources (e.g., library databases) research strategies.	**S** Evaluate reports, essays, books about theories, historical evidence, points of view by their internal consistency or external standards. Draw conclusions. • Edit another's report, article, essay, etc., for accuracy, clarity and consistency, according to required standards. **S, W** Review and summarize a complex text in a two-page summary; critique/evaluate the information content. Make suggestions. **C, S, W** Summarize and evaluate information and ideas from multiple complex texts and graphics obtained in information searches and based on various methods of data collection (e.g., surveys, tests, experiments or literature search.	• Identifies factual details and inferred meaning in text (70-80%). • Evaluates appropriateness of information. • Evaluates text for internal logical accuracy, clarity and consistency. • Evaluates texts by established external criteria and standards. • Interprets symbolic language (e.g., metaphor). • Translates verbal or graphic display forms into alternate forms; synthesizes, interprets and evaluates information from multiple verbal texts and graphics. • Obtains comprehensive, relevant current information from primary and secondary sources through complex electronic or traditional searches, using effective search tools and reading strategies, and research/data collection methods.

C: Community/**S**: Study/**W**: Workplace

Performance monitoring, evaluation and the Benchmark achievement report

Given the possibility of error in evaluation, a mark for achieving the Benchmark criterion in reading is set at 70-80%, rather than at 100%.

The figure below shows the level descriptors in evaluating effectiveness of comprehension in Listening performance.

1	Fewer than 50% of the items	Performance not successful relative to task requirements; learner responds correctly to fewer than 50% of the items (comprehension questions)
2	Fewer than 70% of the items	Performance marginally successful relative to task requirements; learner responds correctly to fewer than 70% of the items (comprehension questions)
3	70-80% of the items	Performance successful relative to task requirements; learner responds correctly to 70-80% of the items (comprehension questions)
4	More than 80% of the items	Performance very successful relative to task requirements; learner responds correctly to more than 80% of the items (comprehension questions)

Satisfactory performance (a pass) in a Benchmark competency is represented as mark (rating level) 3.

Monitoring, evaluating and reporting Benchmark achievement

Benchmark achievement report:	Ratings
❑ Social interaction texts	_____
❑ Instructions	_____
❑ Business/service texts	_____
❑ Informational texts	_____

Ratings for levels of performance:

1 - unable to achieve yet

2 - needs help

3 - satisfactory Benchmark achievement: pass

4 - more than satisfactory achievement

Learners must achieve all competency objectives to obtain the Benchmark credential.

Stage III:
Advanced Proficiency

Writing Benchmark

Benchmarks 9 - 12

Global performance descriptors

B. 9: Initial advanced proficiency

- Learner can write formal and informal texts needed for complex routine tasks in some demanding contexts of language use (business/work, academic or social).
- Can write to offer and request information, clarification, confirmation, agreement/commitment, and to express feelings, opinions and ideas to mostly familiar and sometimes unfamiliar readers.
- Can reproduce complex ideas from multiple sources (e.g., from written texts, routine meetings, lectures) as functional notes, outlines or summaries.
- Can write faxes, memos, e-mails, formal letters and informal reports.
- Can write a coherent essay, paper or report (three to five double-spaced typed pages; descriptive, narrative, expository, argumentative/persuasive) in order to present information and state a position on a previously researched topic.
- Can demonstrate good control of complex structures (e.g., those reflecting logical relations of consequence) and adequate organization, but flexibility in tone and style is limited.
- Grammatical errors (e.g., in article use) and errors in word combinations (e.g., phrases, collocations and idiom use) still occur.
- Can effectively proofread and revise own text with occasional input from others.

B. 10: Developing advanced proficiency

- Learner can write formal texts needed for complex routine tasks in many demanding contexts of language use (business/work, academic, social).
- Can write to inform, express opinions and ideas, communicate solutions and decisions, present and debate an argument, or to persuade familiar and unfamiliar audiences.
- Can reproduce complex extensive information and ideas from multiple sources as an accurate outline and a summary/abstract of a desired length and detail level for other people or own use.
- Can take notes and write minutes/records of complex meetings (e.g., at work, at conferences or symposia).
- Can write technical, commercial, organizational or academic messages as letters, faxes, memos, e-mails and short formal reports.
- Can fill out and construct complex forms and other formatted documents.
- Can write an effective, stylistically complex and interesting essay, story, paper or report (10 double-spaced typed pages) about a previously researched topic.
- Can demonstrate good control of grammar, vocabulary and general organization, but flexibility in tone and style is still limited. Occasional grammatical errors (e.g., in article use) and some errors in phrases, collocations and idiom use still occur.
- Can proofread and revise own and others' texts, with occasional input from others.

B. 11: Adequate advanced proficiency

- Learner can write formal texts needed for complex non-routine tasks in demanding contexts of language use (business/work, academic).
- Writes complex original formal texts to inform, recommend, critique/evaluate ideas and information, present and debate complex arguments, or to persuade a mostly unfamiliar audience.
- Can synthesize complex extensive information and ideas from multiple sources as a coherent whole (e.g., as a summary/abstract of desired length and detail level) for other people's use.
- Can write technical texts, informational and sales/promotional brochures, advertisements and instructions, formal reports and short proposals.
- Can write an effective, stylistically complex, and interesting sizable text (up to 20 double-spaced typed pages); expository or argumentative essay; symbolic or allegorical story; rational inquiry paper; problem-solution paper; or analytic report about a previously researched topic.
- Can demonstrate very good control of grammar, vocabulary, organization and flexibility in tone and style. Occasional errors are minimal.
- Can proofread, revise and edit own and others' texts, using own resources.

B. 12: Fluent advanced proficiency

- Learner can write complex original formal texts needed for very complex, technical or specialized tasks in demanding contexts of language use.
- Can synthesize and evaluate complex extensive information and ideas from multiple sources as a coherent whole (e.g., as an evaluative report of desired length and detail level).
- Can take notes/write minutes and commentaries at symposia, public/stakeholders meetings and consultations on complex topics.
- Can write highly specialized complex external correspondence, proposals, news releases, formal and public reports, publication reviews.
- Can write highly specialized internal documents (e.g., procedures, policy manuals).
- Can develop innovative complex forms and other formats of information display.
- Can produce effective and stylistically polished essays, documents, articles, theses (over 20 double-spaced typed pages or other volume appropriate to purpose and audience).
- Can demonstrate excellent control over grammar, vocabulary, cohesion, thematization, organization, tone and style; errors are rare and minimal.
- Can effectively proofread, revise and edit all aspects of texts, using own resources.
- Texts are often for public consumption and for various purposes: reporting, projecting, evaluating, promoting, expounding an argument, or appealing to an unfamiliar audience.

What may need to be taught or learned to achieve Writing Benchmark Competencies at Stage III

Strategies to develop:

- linguistic and textual competence in micro-skills, including control of grammatical accuracy, cohesion, vocabulary, spelling, punctuation, capitalization, paragraphing;
- ability to reproduce and reduce information (e.g., in taking extended messages, taking lecture notes and meeting minutes, writing summaries and abstracts);
- knowledge of the genres and their formats (e.g., business letters, memos, a problem-solution paper, a literature review report, a proposal [textual organization of information and grammatical/rhetorical features in academic and professional texts]);
- ability to write paragraphs to express the following discourse patterns and functions: definition, classification, description, exemplification, comparison, contrast, analogy, sequence, purpose, means/results, cause and effect, etc.;
- writing as a process: pre-writing (e.g., generating ideas, concept-mapping), drafting, peer review, and rewriting (e.g., revising, editing);
- keyboarding and word-processing skills for composing, revising, editing, formatting and printing a text;
- content knowledge in specific business, academic and professional areas;
- ability to synthesize and integrate multiple pieces of information into a coherent text (e.g., evaluating, selecting, synthesizing and integrating information to create a written text); and
- ability to select and organize relevant data, to see relationships between facts, to develop a logical line of argumentation in support of conclusions.

Background knowledge required for successful performance of a writing task:

- knowledge of text purpose, audience, context, content/topic and related vocabulary and of the appropriate text format;
- knowledge of language and discourse type (including formal writing conventions and standard phrases) for the task; and
- knowledge of the formality requirements of conveying a message (e.g., for workplace memoranda, other internal workplace correspondence, letters of request, work record, formal business/job search correspondence, e-mail; social messages).

Global Performance Descriptor

- Learner can write formal and informal texts needed for complex routine tasks in some demanding contexts of language use (business/work, academic or social).
- Can write to offer and request information, clarification, confirmation, agreement, commitment and to express feelings, opinions and ideas to mostly familiar and sometimes unfamiliar readers.
- Can reproduce complex ideas from multiple sources (e.g., from written texts, routine meetings, lectures) as functional notes, outlines or summaries.
- Can write faxes, memos, e-mails, formal letters and informal reports.
- Can write a coherent essay, paper or report (three to five double-spaced typed pages; descriptive, narrative, expository, argumentative/persuasive) in order to present information and state a position on a previously researched topic.
- Demonstrates good control of complex structures (e.g., those reflecting logical relations of consequence) and adequate organization, but flexibility in tone and style is limited.
- Grammatical errors (e.g., in article use) and errors in word combinations (e.g., phrases, collocations and idiom use) still occur.
- Can effectively proofread and revise own text with occasional input from others.

Performance Conditions

- Circumstances range from informal to very formal occasions and writing style requirements.
- Addressees are familiar.
- Information to reproduce is up to five pages of written text, or up to 30 minutes of oral discourse.
- Texts are varied and may be of a specialized or technical nature.
- Learner may fill out a teacher-prepared summary grid to aid note-taking or summarizing.
- Forms are over 40 items/pieces of information long.
- Letters are informal or semi-formal, one to three paragraphs long.
- Report memos are informal or semi-formal, one to three paragraphs in length.
- Learner text is up to five double-spaced typed pages long.
- Topics are familiar/researched, non-personal, abstract or technical.
- Where necessary for the task, learners must include information presented to them from other sources (e.g., photographs, drawings, reference text/research information, diagrams).

TEACHER'S NOTES

WRITING BENCHMARK 9: Initial advanced proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction • Write a note to express thanks, state acceptance and acknowledgement in a business/academic environment. • Write a note to schedule/cancel/ reschedule academic/professional appointments or business meetings.	**S, W** Write a note or e-mail to a professor, colleague and business associate to give thanks for dinner in his or her home. • Write a note or e-mail to a professor, colleague, business associate or client to make/cancel/reschedule a personal appointment or a business meeting.	• Conveys a message with sense of audience, formality/genre; language, format/content of note are appropriate to occasion, intent and social context. • Conveys main ideas, supports them with sufficient detail. • Presents information with adequate paragraph structure (few minor errors).
II. Reproducing information • Write summaries and summary reports of longer texts. • Write minutes of a meeting. • Write a paragraph to summarize complex information in questionnaires, graphs, charts.	**S, W** Write a summary report (e.g., lab, inspection, meeting). • Write a summary report of data (e.g., process control data) recorded in various formats and from several different sources, including graphs, charts and other computer screen displays. • Write minutes or a narrative record of a formal meeting.	• Conveys essential information to the reader (e.g., conclusions, decisions, actions to be taken and policy statements in minutes). • Reduces the information to main points with accurate supporting details, with no major factual omissions or errors. • Presents information with only minor errors in grammar, vocabulary, spelling and punctuation; document layout/ format.
III. Business/service messages • Write letters to request and to respond to requests for information, directions, service/product, clarification, permission. • Write short suggestions and reports as memos and pre-set form reports.	**W** Write a semi-formal confirmation/ reminder letter of the arrangements made between you/your company and another business partner on a shared project. • Write purchase orders and invoices as pre-set forms, or as memos or letters. **S** Write cover/transmittal letter, order letter, or an instructions letter. **C, W** Write a report as a one- or two-paragraph memo or as a pre-set form (e.g., incident/accident report; work progress or periodic progress report; service evaluation/inspection, intake, technician's or lab report).	• Addresses task and conveys the message with adequate sense of audience, formality and genre; language, format and content of letter are appropriate to occasion and social context/relationship. • Conveys main ideas and gives detail. • Presents information in a customary document layout/format (e.g., letters contain a summary statement, details and a close), with an occasional error in grammar, punctuation/spelling and adequate paragraph structure. • Fills report forms with required information, with no omissions of details.

C: Community/**S**: Study/**W**: Workplace

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
IV. Presenting information and ideas • Write a paper, essay, report or story to narrate a sequence of events from the past. • Write a paper, essay, report to describe and compare complex ideas, phenomena or processes. • Write a personal response essay to a text or another stimulus.	**S** Narrow a topic for a report or essay to a thesis statement/statement of purpose by considering the audience (e.g., background, expectations and needs) and the desired results. • Write a narrative essay or a story. If biographical or historical, refer to researched facts/historical documents. If fictional, be as creative as you wish. • Describe a service operation. • Describe a natural phenomenon. • Write a personal response essay to a text, performance or visual art, sensory experience, issue. Word-process, revise, edit format and print using a computer.	• Addresses the purpose of the task with an appropriate sense of audience. • Conveys main ideas and supports them with sufficient detail; conveys detailed descriptions. • Presents text as a coherent whole, with all the parts required by the genre (e.g., introduction, references, etc.). • Uses discourse patterns and structures (e.g., definition, classification, exemplification, cause and effect). • Uses logical connectors. • Uses a range of complex and diverse structures and vocabulary with an occasional error in grammar and spelling.

C: Community/**S**: Study/**W**: Workplace

Global Performance Descriptor

- Learner can write formal texts needed for complex routine tasks in many demanding contexts of language use (business/work, academic, social).
- Can write to inform, express opinions and ideas, communicate solutions and decisions, present and debate an argument, or to persuade familiar and unfamiliar audiences.
- Can reproduce complex extensive information and ideas from multiple sources as an accurate outline and a summary or abstract of a desired length and detail level for other people or own use.
- Can take notes and write minutes/records of complex meetings (e.g., at work, at conferences or symposia).
- Can write technical, commercial, organizational or academic messages as letters, faxes, memos, e-mails and short formal reports.
- Can fill out and construct complex forms and other formatted documents.
- Can write an effective, stylistically complex and interesting essay, story, paper report (10 double-spaced typed pages) about a previously researched topic.
- Can demonstrate good control of grammar, vocabulary and general organization, but flexibility in tone and style is still limited. Occasional grammatical errors (e.g., in article use) and some errors in phrases, collocations and idiom use still occur.
- Can proofread and revise own and others' text, with occasional input from others.

Performance Conditions

- Circumstances range from semi-formal to very formal occasions.
- Addressees are not always familiar.
- Information to reproduce comprises up to 20 pages of written text, or in up to 60 minutes of oral discourse.
- Texts are varied and may be of a specialized or technical nature.
- Learner may fill out a teacher-prepared summary grid to aid note-taking or summarizing.
- Letters are one to three pages long.
- Forms may be over 50 items/pieces of information long.
- Learner text is up to 10 double-spaced typed pages long.
- Topics are on familiar non-personal, abstract or technical issues.
- Where necessary for the task, learners must include information presented to them from other sources (e.g., photographs, drawings, reference text/research information, diagrams).

TEACHER'S NOTES

WRITING BENCHMARK 10: Developing advanced proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction • Write social business letters to express thanks; acceptance; acknowledgement; offer of resignation; congratulations; sympathy; condolence; foster goodwill; or to express an opinion as a citizen.	**S, W** Write a semi-formal letter to accept and thank for an appointment or nomination to a position. • Write a formal letter of acceptance and appreciation on receiving an award, scholarship, grant, contract or job. • Write a formal letter of resignation from a student council/employee committee. • Write a formal letter of apology for a mistake to resolve a minor conflict.	• Conveys the message with a sense of audience, formality and genre; language, format and content of letter are appropriate and relevant to occasion, intent and social context/relationship. • Conveys main ideas and supports them with sufficient detail. • Presents information with adequate paragraph structure and with only occasional minor errors in grammar, vocabulary, spelling and punctuation.
II. Reproducing information • Information text to reproduce comprises up to 20 pages of written text, or up to 60 minutes of oral discourse. • Texts are varied and may be of a specialized or technical nature. • May fill out a teacher-prepared summary grid to aid note taking or summarizing.	**C, S, W** Listen to a presentation of complex information. Record as an outline of main points and supporting details; point-form notes of selected relevant points; a one- to two-paragraph summary; a chart or diagram. • Reproduce information from several complex visual graphics in one- to two-paragraph format. • Write a report that describes, compares and summarizes data recorded in a number of formats.	• Conveys essential information to the reader. • Reduces the information to main points with accurate supporting details, with no major factual omissions or errors in details. • Presents information with only occasional minor errors in grammar, vocabulary, spelling and punctuation; and in a customary document layout/format.
III. Business/service messages • Write credit communication and complaint, claim and adjustment letters. • Write instructions and instruction letters. • Write semi-formal reports and proposals. • Fill out complex forms and other materials in pre-set formats with one to five paragraphs of texts.	**W** Write a semi-formal proposal for a service contract (e.g., for janitorial or delivery services) as a two- to three-page letter. • Write a report that evaluates and compares three products; recommend one of them for purchase. • Fill out employment application forms of any length. • Write an effective personal resume for a mid-range position. **C, W** Using a standard legal form, write an agreement, offer to purchase or work contract.	• Addresses the purpose of the task and conveys the message with a sense of audience, formality and genre; language, format and content of letter are appropriate and relevant to the occasion, intent and social context/relationship. • Conveys main ideas and supports them with sufficient detail. • Presents information legibly and in a customary document layout/format (e.g., letters contain a summary statement, details and a close), with an occasional error in grammar or punctuation, and adequate paragraph structure. • Fills forms with required information.

C: Community/**S**: Study/**W**: Workplace

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
IV. Presenting information and ideas • Write an expository paper, report or essay to explain causal and logical relationships between facts, phenomena and events. • Write a paper that poses a problem and presents arguments for a solution.	**S, W** Describe and compare two processes (e.g., routines, sequences, cycles, states, systems, components and their functions) in own area of study or work. • Word-process, revise, edit, format and print text using a computer. **S** Write a problem-solution paper. • Write an experiment report paper. • Write a research report/paper using secondary sources (e.g., literature reviews).	• Addresses the task with sense of audience. • Conveys main ideas and supports with detail. • Presents text as a coherent whole, with all the parts required by the genre. • Uses discourse patterns and functions of definition, contrast, cause and effect, etc. • Establishes argumentative and logical connections among textual ideas; develops logical line of argumentation in support of conclusion. • States a proposition, assumptions; presents substantiation/proof. • Uses a wide range of complex structures and vocabulary, with an occasional error in grammar.

C: Community/**S**: Study/**W**: Workplace

Global Performance Descriptor

- Learner can write formal texts needed for complex non-routine tasks in demanding contexts of language use (business/work, academic).
- Can write complex original formal texts to inform, recommend, critique/evaluate ideas and information, present and debate complex arguments, or to persuade a mostly unfamiliar audience.
- Can synthesize complex extensive information and ideas from multiple sources as a coherent whole (e.g., as a summary/abstract of desired length and detail level) for other people's use.
- Can write technical texts, informational and sales/promotional brochures, advertisements and instructions, formal reports and short proposals.
- Can write an effective, stylistically complex and interesting sizable text (up to 20 double-spaced typed pages): expository or argumentative essay; symbolic or allegorical story; rational inquiry paper; problem-solution paper; or analytic report about a previously researched topic.
- Can demonstrate very good control of grammar, vocabulary, organization and flexibility in tone and style. Occasional errors are minimal.
- Can proofread, revise and edit own and other's texts, using own resources.

Performance Conditions

- Circumstances range from semi-formal to very formal occasions.
- Addressees are not always familiar.
- Information to reproduce comprises up to 30 pages of written text, or up to two hours of oral discourse.
- Texts are varied and may be of a specialized or technical nature.
- Learner does not require any support (e.g., teacher-prepared summary grid or partial outline).
- Learner text is up to 20 double-spaced typed pages long.
- Topics are on non-personal familiar abstract or technical issues.
- Where necessary for the task, learners must include information presented to them from other sources (e.g., photographs, drawings, reference text/research information, diagrams).

TEACHER'S NOTES

WRITING BENCHMARK 11: Adequate advanced proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction • Write letters to give personal references and recommendations. • Write letters to foster good will for a company, project, initiative, campaign (e.g., announcement and information letters). • Write letters to network and exchange ideas with others.	**S, W** Write a semi-formal or a formal letter to a familiar/unfamiliar addressee (e.g., colleague, business associate, professor, potential employer) to recommend a person you know for work, study, work experience, practicum, internship or apprenticeship. • Write a letter to customers, clients, colleagues, community, neighbours to announce or inform about a new product, service, program, initiative, campaign, location, or new staff joining the company, project, etc.	• Conveys the message with adequate sense of audience, formality and genre; language, format and content of note are appropriate and relevant to occasion, intent and social context/relationship. • Conveys main ideas and supports them with sufficient detail. • Presents information with adequate paragraph structure and with only a rare error in grammar or punctuation.
II. Reproducing information • Reduce and synthesize very complex and extensive information from multiple sources into a variety of formats (e.g., point-form notes, minutes, outlines, summaries, reports, abstracts, charts, tables, graphs).	**S, W** Write a summary report that relates information from two or three different studies on applied research findings in the same area. **C, S, W** Write an executive summary for a longer report. • Write an official narrative record of a formal meeting at which complex issues (e.g., public policy) were discussed by a number of participants.	• Conveys essential information to reader. • Reduces and synthesizes the information to main points with accurate supporting details, with no major factual omissions or errors in details. • Presents information with only a rare error in grammar, vocabulary or punctuation and in a customary document layout/format. • Presents information legibly if hand written.
III. Business/service messages • Write sales/marketing letters. • Write formal business reports, requests for proposals and formal proposals. • Create forms and other materials in preset formats to collect and record complex information in a standard way.	**W** Write an investigation report, study/research report that presents information and logical deductions suggested by the facts (e.g., conclusions). • Write an analytical report to analyse the government's funding of social services, cultural and recreational activities, or health care services. **S, W** Develop a questionnaire for a study or survey.	• Addresses the purpose of task and conveys the persuasive message with adequate sense of audience, formality and genre; language, format and content of letter are appropriate and relevant to occasion, intent and social context/relationship. • Conveys main ideas and supports them with sufficient detail. • Presents information in a customary document layout/format, with a coherent organizational structure, and with rare error in grammar, vocabulary or punctuation. • Creates effective formatted documents.

C: Community/**S**: Study/**W**: Workplace

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
IV. Presenting information and ideas • Write a rational inquiry paper. • Write a detailed report or article that speculates and hypothesizes about causal and logical relationships between facts, phenomena, events. • Write a report to interpret extensive complex information collected in a large study through questionnaires, interviews, experiments or ethnographic methods.	**S** Write a non-experimental research paper based on a logical argumentation structure. • Using conventions appropriate to the academic discipline, or following the format of a journal to which it might be submitted, write a report to relate/explain information collected in a large research study/survey/pilot project. • Include graphs, charts or other suitable illustrations as required. Word-process, revise, edit, format and print texts using a computer.	• Addresses the task with sense of audience. • Conveys main ideas with sufficient detail. • Presents text as a coherent whole, with all the parts required by the genre. • Uses discourse patterns and functions of definition, contrast, cause and effect, etc. • Establishes argumentative and logical connections among textual ideas; develops a logical line of argumentation in support of a conclusion. • States a proposition, assumptions; presents substantiation/proof. • Uses a wide range of complex and diverse structures/vocabulary with only a rare error in grammar or punctuation.

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Global Performance Descriptor

- Learner can write complex original formal texts needed for very complex, technical or specialized tasks in demanding contexts of language use.
- Texts are often for public consumption and for various purposes: reporting, projecting, evaluating, promoting, expounding an argument, or appealing to an unfamiliar audience.
- Can synthesize and evaluate complex extensive information and ideas from multiple sources as a coherent whole (e.g., as an evaluative report of desired length and detail level).
- Can take notes/write minutes and commentaries at symposia, public/stakeholders' meetings and consultations on complex topics.
- Can write highly specialized complex external correspondence, proposals, news releases, formal and public reports, publication reviews.
- Can write highly specialized internal documents (e.g., procedures, policy manuals).
- Can develop innovative complex forms and other formats of information display.
- Can produce effective and stylistically polished essays, documents, articles, theses (over 20 double-spaced typed pages or other volume, appropriate to purpose and audience).
- Can demonstrate excellent control over grammar, vocabulary, cohesion, themes, organization, tone and style; errors are rare and minimal.
- Can effectively proofread, revise and edit all aspects of texts, using own resources.

Performance Conditions

- Circumstances range from semi-formal to very formal occasions.
- Audience may not be familiar to the writer.
- Information to reproduce comprises up to 30 pages of written text, or up to two hours of oral discourse.
- Texts are varied and of a specialized or technical nature.
- Text is over 20 double-spaced typed pages long, or of specific volume appropriate to task, purpose and audience.
- Topics are non-personal, highly abstract or technical.
- Text should contain graphic display of relevant data to support verbal information where helpful.

TEACHER'S NOTES

WRITING BENCHMARK 12: Fluent advanced proficiency

Competency Outcomes and Standards

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
I. Social interaction • Write press/news/media releases and public relations materials to foster goodwill for a company, project, initiative, campaign. • Write public tributes, thanks and acknowledgements.	**S, W** Write a formal tribute/thank you/public speech to honour someone for their achievements, contributions or special qualities. • Write an acknowledgement note for a published document to thank reviewers, contributors, sponsors, etc., for their work.	• Conveys the message with sense of audience, formality and genre; language, format and content are appropriate to occasion, social context/relationship. • Conveys main ideas with sufficient detail. • Presents information with adequate paragraph structure and with no errors in grammar or punctuation.
II. Reproducing information • Evaluate, revise and edit summaries and other reduced forms of very complex and extensive information by other writers (e.g., point-form notes, minutes, outlines, précis, reports, abstracts, charts, tables, graphs).	**S, W** Edit a report that synthesizes information from two or three different studies on applied research findings in the same area. • Edit an executive summary for a longer report. • Edit an official narrative record of a formal meeting at which complex issues (e.g., public policy) were discussed by a number of participants.	• Competently evaluates a text. • Conveys essential information to the reader. • Reduces and synthesizes the information to main points with accurate supporting details, with no major factual omissions or errors in details. • Contains no errors and is presented in a customary document layout/format. • Revises/edits own and other's texts for clarity and accuracy.
III. Business/service messages • Write manuals, procedures, training materials and other formal documentation. • Write full formal proposals and public reports. • Evaluate, revise and edit a variety of texts for public use.	**W** Write an external evaluation report about a large project. • Write a detailed proposal as an official bid on a job/contract, or as a grant or a funding request for a project. • Write a procedures manual or a policy manual for an organization.	• Addresses the task and conveys the message with a sense of the audience, formality and genre; language, format and content of documents are appropriate to occasion. • The writer conveys main ideas with detail. • Presents information in a customary document layout/format, with a coherent organizational structure and free of errors. • Evaluates, revises and edits others' written texts.

C: Community/**S**: Study/**W**: Workplace

WHAT THE PERSON CAN DO	EXAMPLES OF TASKS AND TEXTS	PERFORMANCE INDICATORS
IV. Presenting information and ideas • Create very complex original texts containing complex detailed ideas to inform and persuade. • Evaluate, revise and edit information texts for public use.	**S, W** Create a news story, newsletter, magazine article, brochure, research report or essay. Word-process, revise, edit, format and print texts using a computer. • Write a report that interprets to the public a large amount of data and complex information, collected through questionnaires, interviews, experiments, ethnographies and other methods. • Develop written public relations or promotional/marketing materials for a campaign. **S** Write a thesis, dissertation or research paper for a refereed journal.	• Addresses the purpose of the task with an appropriate sense of audience. • Creates original texts containing complex detailed ideas, which successfully inform and persuade. • Conveys main ideas and supports them with sufficient detail. • Presents text as a coherent whole, with all the parts required by the genre (e.g., introduction, references, etc.). • Demonstrates fluent error-free command of grammar, vocabulary, idioms, structure of information, style and mechanics. • Evaluates, revises and edits information texts for public use.

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Performance monitoring, evaluation and the Benchmark achievement report

Learner performance is first evaluated globally for its functional effectiveness. Effectiveness is an overall holistic evaluation of the writer's success in communicating as required by the task. It describes whether the global purpose of communication has been achieved.

Then, learner performance is evaluated analytically for some "qualitative" aspects of the communication. The analytic criteria will differ according to the situation of language use. The instructors select the criteria as appropriate to the Benchmark level and to the nature of the task and its requirements. For example, filling a form with personal information may not involve the criteria of text organization and cohesion; the relevant criteria may include overall effectiveness (e.g., reader can use the information as intended), legibility, mechanics, relevance of content.

The following chart reflects the CLB considerations of the "combined" evaluation of writing performance.

Assessment type	Criteria to consider	Ratings: Levels of Performance	Suggested weight
Holistic	• Overall effectiveness	1 2 3 4	30%
Analytic	• Accuracy of grammar • Adequacy of vocabulary for purpose • Cohesion • Organization: coherence; rhetorical organization of text • Appropriateness of text (style, register, layout, visual/graphic presentation) to audience and purpose • Legibility/mechanics (handwriting, spelling, punctuation) • Relevance, factual accuracy and adequacy of content	1 2 3 4	70%
Combined			100%

Satisfactory performance (a pass) in a Benchmark competency is represented as mark (rating level) 3.

Monitoring, evaluating and reporting Benchmark achievement

Benchmark achievement report:	Ratings	Ratings for levels of performance:
❑ Social interaction	_____	1 - unable to achieve yet
❑ Reproducing information	_____	2 - needs help
❑ Business/service messages	_____	3 - satisfactory Benchmark achievement: pass
❑ Presenting information/ideas	_____	4 - more than satisfactory achievement

Learners must achieve all competency objectives to obtain the benchmark credential.